

SAFETY

APRIL, 1959

Two Sections - Section One

# Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



IN SPRING A YOUNG MAN'S FANCY TURNS . . .

## Preserve These Values

**T**HE ARTS—which have taken a back seat to science and mathematics in current discussions of education—starred at the 1959 conference of the American Association of School Administrators. For the first time the AASA program, entitled "Education and the Arts," emphasized the often neglected subjects—music, fine art, drama, literature, dance and architecture. It was inspiring to see.

Meetings at the conference ranged from the fairly routine topics of administrative problems to such provocative discussions as "Use of the dance in teaching exceptional children," and "How to develop ability to think and write creatively."

Architects talked over ways to plan a school building which would foster initiative and stimulate study. They agreed that the trend now shuns the strictly utilitarian building. Students require a study atmosphere which inspires and answers their emotional and spiritual needs—an atmosphere of beauty, not coldness, they said.

By such complete emphasis the AASA reaffirmed the fact that education has its delicate subtleties as well as its stern logic of math and science. It has them and it must continue to nourish them.

The "Sputnik educators" and the general public who have joined the current chant to upgrade the curriculum in science and math and to eliminate the so-called "frills" of education are overlooking a few facts.

Such a crash program would deny our students two vital opportunities—to express themselves through the arts and to mature to well-rounded citizens who respect and feel a responsibility for their fellow man.

Americans pride themselves in the high value they place on human life—yet we kill 91,000 citizens yearly in accidents.

If our children are to preserve these high values, they must learn the ways to prevent this tragic loss of life.

And our schools—the center of learning—must teach them.

*Nancy Kappus*

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

# S A F E T Y

# Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVIII      No. 8      Section One

Nancy Nupuf, Editor  
Robert O. Jones, Advertising Manager

## CONTENTS for APRIL, 1959

### Of Interest to All

Home Workshops	
—safety education data sheet no. 41 (rev.)	13
Fostoria Followed the Females	19
Trap the T in Spring House Cleaning	20
Bulletin Board	27
National Accident Fatality Toll	28

### Of Specific Interest

#### Elementary

Direct Route to their Goal	
—Mrs. Thelma P. Stokes	2
The Talking Bicycle (complete play)	7
Elementary Safety Lessons	
—James Mann	29

#### Secondary

Vacuum in Vocational Driver Education	
—Frank J. Woederhoff	24
Secondary Safety Lessons	
—Vincent McGuire	33

#### College

Steering Sports Car Enthusiasm	
—C. W. DeMent	4
Eye Protection Program	
—Clarence Beavers	37
Fire, Traffic, Other Hazards To Be Discussed at MSU	40



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By Mrs. Thelma P. Stokes

## Direct Route to their Goal

By correlating safety education with all their classes,  
the first graders aimed for "Safety everyday—everywhere."

**F**FOUNDERS of a city—and they were only six years old!

It was a "real" city with streets, houses, trees, churches, post office, library, traffic lights, stop signs, railroad crossing signs and even a school. The founders elected city officers and they held a grand ribbon-cutting dedication. In fact, their city was so real that it was a miniature replica of their own town, Ajo, Ariz.

These young property owners constructed the city to implement their goal: "Safety everyday—everywhere." Perhaps these youngsters didn't realize it, but they were developing an understanding of the importance of safety on the roads, in traveling to and from school and on shopping trips downtown with mother.

"Safety everyday—everywhere" was inspired by Ajo Elementary's first grade teacher Mrs. Irene Shaw and had the following objectives.

1. To learn the colors green, yellow and red and to associate with them the vocabulary and concepts of Go, Wait and Stop.
2. To give students the opportunities to observe, investigate, discuss and solve problems of safety in walking, at intersections and crosswalks and railroad crossings. They were to learn the shapes and meanings of the signs posted at these places.
3. To bring an awareness of the problems that occurred during a tour of the city's downtown center.
4. To understand the right-of-way of emergency vehicles.
5. To develop skills in handicraft.
6. To understand the various safety codes for bicycles, cars, pedestrians and school buses.

7. To broaden, intensify and cement the meaning of the many phases of safety by correlating them with the class curriculum.

The time-proven methods of reading, writing and arithmetic were employed for correlating safety education with classes and for planning their city.

### Reading

The children charted a list of important safety words, learning to sound them out and understand their meaning. Safety council posters were discussed and their ideas clarified as the students related personal experiences to the posters' themes. A first grade field trip took the youngsters downtown and through intersections near school where they learned to read and understand the traffic signals and signs.

After the field trip they began constructing miniature signs and signals, planning their town and learning to read the plans as the teacher posted them. Points of safety to be emphasized in this city were discussed and then put on display for practice reading.

### Writing

While the town founders practiced their writing they also reinforced their safety learnings. They copied slogans from safety posters—they rewrote the plans for their city—they printed a safety acrostic—they even wrote original safety slogans for posters. One writing project was making a writing book on safety using words from the safety word chart.

### Arithmetic

As plans for the town grew, the types of lessons became more numerous. The children practiced counting the number of houses, buildings, streets, trees, cars and traffic signs. Numbers for telling time were introduced at this stage and associated with morning, noon and

Mrs. Thelma P. Stokes is the principal at Ajo Elementary School, Ajo, Ariz.





Waiting for their town dedication, first graders view Safety Town with their teacher, Mrs. Irene Shaw. Right: Ajo's sheriff cuts the ceremonial ribbon as Mrs. Stokes watches.

night. Carrying this mental exercise one step further, the children made up a motto, "Time for safety *always*."

### Language

English and public speaking were stressed when the students discussed the safety posters. They each related personal safe or hazardous experiences before the class and then deducted solutions. They composed a safety acrostic and original safety stories.

### Art

The "town architects" first reproduced safety signs and posters. Then they learned the essentials of a mural and the correct sequence of sites, intersections and crosswalks. Color relations were brought into the study by learning to use the correct colors for traffic signs and posters. Finally, they developed skill in constructing paper trees, signs, houses, buildings and fences, and assembling them into a replica of their own city.

### Social Studies

The big day arrived—Town Opening. A joyous dedication was planned and the students invited Ajo's sheriff to cut the ceremonial ribbon. But this was only the beginning of many more *fun* safety lessons.

The miniature city built—the students now used their city to learn more new things. They set up a grass-roots democracy and learned simple facts about voting and elections. Since every town needs officers, they elected a town manager, sheriff, deputies, state representatives, state supervisor, postmaster, fire chief and fire-



men. Posters listing candidates before the election and the election experience afterward gave them another chance to practice reading.

### Literature and Music

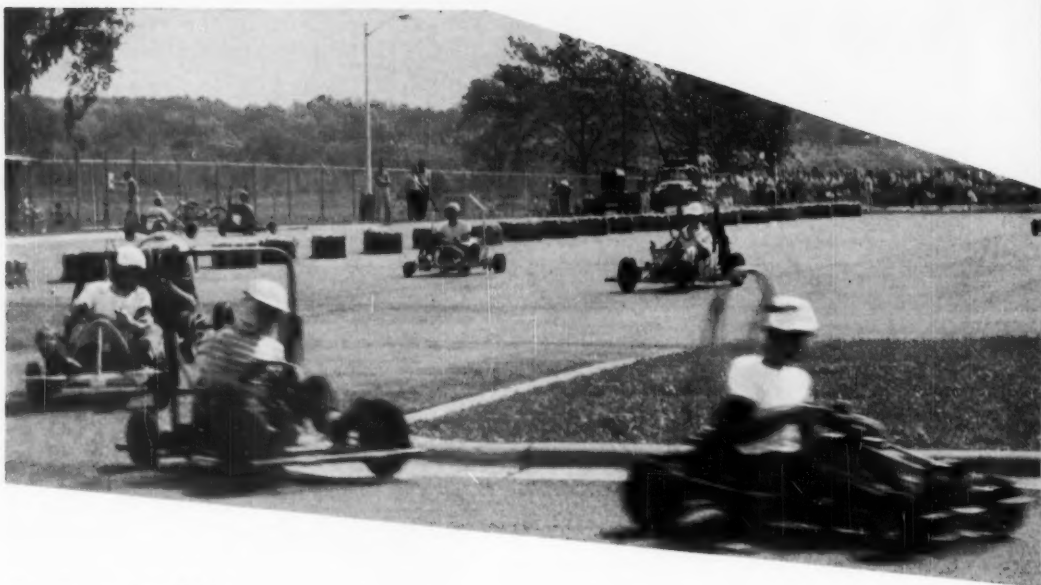
The students organized their own safety library of children's books on safety in school, at home and play. A special Music Corner was arranged with safety records displayed attractively around the phonograph.

### Dramatics

Using the toy cars, busses, trucks and figurines, the students dramatized driving on the right side of the streets in their city. They halted at stop signs, red lights and for pedestrians and children in crosswalks. The general rules of safe driving and riding a bicycle were acted out. After their play hour the students discussed why congestion and accidents occurred during playing in their city.

The result of project? As Mrs. Irene Shaw put it: "Judging from the amount of learning and of practicing many safety habits, I feel the time on this unit was well spent. It did help the children to see themselves as individuals with responsibilities for themselves as well as others in matters of personal safety."

The six year olds founded a "real" city—a *real safe city* ●



By C. W. DeMent

## Steering Sports Car

AT 3 p.m., Saturday, May 17, the race was officially under way. The start was le mans. When the starter gave the green flag signifying the start of the race, the drivers ran to their cars, fastened their safety belts and were under way.

This event was the First Annual Purdue Grand Prix "Automobile" Race, developed and sponsored mainly by the Purdue Auto Club.

Officials at Purdue have been concerned with the increasing number of sport cars on our campus. We have been particularly concerned with the pride of ownership the average sports car driver exhibits by showing off the speed, acceleration and roadability of his vehicle at every opportunity. The very nature of a sports car with a low center of gravity, usually rapid acceleration and a relatively high top speed, tempts the driver to make full use of the potentialities of the vehicle whenever possible.

Unfortunately, the sports car driver has been catagorized in the minds of many people as an irresponsible hot-rod type. While this is not necessarily true, the reputation still prevails.

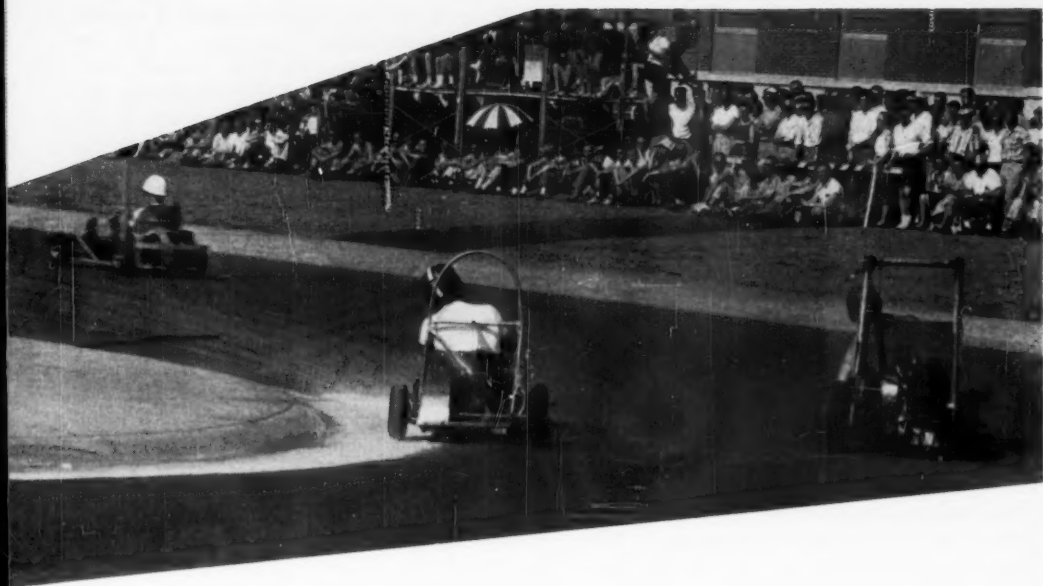
One student, Pete Helferich, a sports car enthusiast and an active member of the Purdue Auto Club, was aware of this reputation and was looking for some promotional activity which the Auto Club could sponsor to create a better feeling on the part of the faculty and the student body toward the Auto Club. He approached the dean of men with the idea of conducting a race at Purdue University in which the main emphasis would be, not on speed but rather on durability, safety and driving skill. His idea was accepted.

After considerable discussion the following set of specifications was prepared:

- The Purdue Auto Club was to purchase all motors which would be Briggs & Stratton 1¾ H.P. lawn-mower-type engines. The bore and stroke must remain stock; the piston, connecting rod, crankshaft, head and block that came with the engine must be used, but these parts might be altered as each individual saw fit. There was to be no supercharging or super-fuels of any type used. No overhead valves or other major modifications would be permitted. Pressure fuel systems could be used with a maximum pressure not to exceed five pounds per square inch. The carburetor could be modified or changed; however the gasoline would

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C. W. DeMent is a safety engineer at Purdue University, Lafayette, Ind.



## Enthusiasm into safety channels prompted Purdue University Auto Club to kickoff annual race. Rigid rules taught drivers and spectators the senselessness of highway horseplay and hot-rodding.

have to be purchased from a standard automobile pump in the Lafayette-West Lafayette area and the original gas tank had to be used.

- General safety specifications on the vehicles themselves stated that a roll bar must be installed, two inches higher than the driver's head, braced fore and aft, and of sufficient strength to meet the requirements of the safety committee. Nerfing bars were required on all wheels to prevent wheels from interlocking with another car; the wheels could not be more than 16 inches in diameter. Tread was restricted to not less than 30, nor more than 36 inches.

- The design of a brake system was not specified; however, the brakes had to lock both back wheels and stop the vehicle going maximum speed in a distance not greater than 60 feet.

- Each car was required to have a clutch which would enable the car to remain stationary with the engine running and no outside restraining forces applied.

- Each car was required to have four wheels and a turning radius of no less than 10 feet.

- All running gear, steering mechanism and brake mechanism connections were required to be secured with cotter pins to minimize the danger of a wheel or steering gear failure during the race.

- Each car was inspected and cleared by the safety committee before being permitted on the track even for practice. Many of the cars were turned down and sent back for modification before being approved.

- The safety committee was also given full authority over practice runs, entry into the race and during the race to disqualify or eliminate any car at any time, or to stop the race completely, if necessary.

- Each driver was required to wear a football-type helmet, safety goggles which did not contain glass and a safety belt adequately fastened to the frame of the vehicle. Drivers had to pass an American Automobile Association driver test before being certified to drive in the race. Fuel kept in the pits during the race had to be in Underwriter's approved safety cans and the

driver had to be completely out of the car during refueling operations.

Since one of the purposes of the race had been to obtain as much student participation as possible, the specifications also required that there be not less than five drivers for each car, and that each driver actually participate in the race if the car finished.

Crowd control was one of the major worries of the safety people. However, the entire track area was roped off and the crowd kept well back from the track. Also, all obstacles and barriers around the track were padded with hay bales and every effort was made to avoid injury.

The race was scheduled for three hours and was basically to test the designer's skill, endurance of the car, and the skill of the drivers, and was not based purely on speed.

One beneficial part of the race was that the students showed remarkable ingenuity in their design and construction of the cars and their preparation for the race.

Whenever a car jumped or bumped the curb, bumped another car or came in contact with any other object, the track stewards immediately waved him into the pit. He had to undergo a complete inspection by the safety committee before he was permitted to continue in the race.

The pit area was behind the bales of hay. A maximum of eight men including drivers was permitted in the pit area for any one car, and all spectators were kept well back from the pit area.

One car involved in an accident was taken into the pits and the pit crew immediately went to work welding a broken part. In about 20 minutes this car was back on the track.



Safety committee inspects a sports car which bumped the curb and had to go into the pit. Fire guards stand nearby.

When a car was being repaired, a student stood by with a fire extinguisher. The fire guards were volunteer students who had previously reported to the safety and security department for training and instruction in the use of fire extinguishers. In addition to the volunteer fire guards and track guards, we had the university police department and fire and safety equipment men on the track at all times.

There were no serious injuries to any of the drivers, and only two received even minor injuries. Both were minor burns, one from touching the hot exhaust pipe on the engine, the other from touching a hot weld after repairs had been made on the car. One pit man suffered a fractured leg when he stepped in front of a car leaving the pit area.

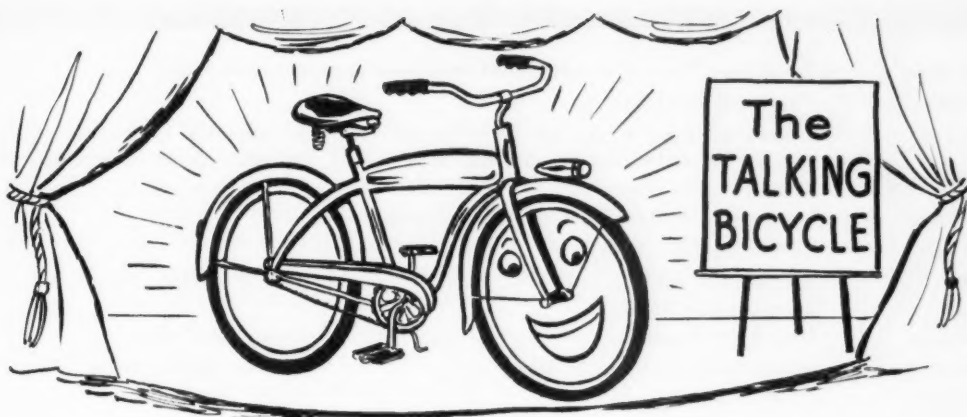
We were highly pleased with the results of the race and with the attitude of all of those who participated. The race was driven under sports car race rules and all drivers were gentlemanly in their conduct. There was no cutting in on turns, no attempts to force other drivers to go wide, or any rough-house tactics. All drivers and crews cooperated completely with the technical and safety committees in the conduct of the race.

The obvious question is what effect this had on sports car enthusiasts and the student body in general, and of course, there is no way to measure this accurately. Several residence hall managers did report that there had been less "horseplay" in the halls preceding and immediately following the race.

Several students have said that they felt this was a fine thing for both the students and the university, in that it gave many students a chance to get acquainted with the police officers and safety officials, and gave them a better insight into the reasons for certain regulations and restrictions which are made.

We feel that this *did* contribute to "steering sports car enthusiasm into safety channels." While there is no accurate measuring stick, the sports car drivers have shown a greater sense of responsibility for their driving tactics in the months since the race was held.

We sincerely feel that the Auto Club can be a major influence on the driving habits of the students and that an event such as this, where safety is emphasized so completely, and still there is a competitive spirit involved, cannot help but contribute to an attitude of safety consciousness on the part of the student body●



*The Talking Bicycle* is a program designed for elementary school children. The play, 12 to 18 minutes long, covers most of the important bicycle safety ideas and combines nicely with a short film or talk on related safety subjects. The program lends itself to varying types of presentations: the play complete with props can be presented either by an outside group or by a student cast, or the students can merely read the lines and "walk through" the action without props. If the complete play is presented, the show will require a cast of six, a table, stool or chair, a live electric outlet, a backdrop and enthusiasm. Suggestions for staging are:

Officer—stands at the back corner of the table so he can talk to the bicycle while facing the audience. His cue cards can be placed on the table.

Boy—after his initial inspection and startled jump, stands at the opposite end of the table.

Mr. Cycle—is out of sight behind the table and the backdrop. He uses a microphone and can read his script.

Mechanical engineer—stands with Mr. Cycle and operates the handle bars, pedal, light and bell. The light should be on the person speaking. The nods and shakes of the handle bars should be slow, except when Mr. Cycle is agitated.

Prompter—tells mechanical engineer when to move handle bars, etc., and operates the bell or horn.

Announcer—introduces the play and actors.

Officer: (*walks on stage and admires bike*) Well! Well! You're certainly a handsome fellow.

Cycle: (*spins wheel and rolls light*) I certainly am. I'll cut quite a figure whizzing around these streets. I can hardly wait to get myself a bike rider!

Officer: So! You're a talking bicycle!

Cycle: (*nods*) Yes, I am, Officer. Allow me to introduce myself. I'm Mr. Cycle (*or any name students may choose*)

Officer: Pleased to meet you, Mr. Cycle. I just hope you get a good bike rider or you may not look so pretty in a little while!

Cycle: (*rolls light*) What do you mean?

Officer: If you'd seen some of the bicycles I've seen around this town you'd know what I mean!



Cycle: (*shudders*) You mean their riders don't take proper care of them?

Officer: That's just what I mean.

Cycle: I don't want my bright red paint spoiled! See how smoothly I run now (*spins pedals*) Oh, oh! Here comes a nice looking boy. Do you suppose he would treat me well?

Officer: One way to find out is to ask him a few questions.

Cycle: I'll just do that. (*nods*)

Boy: (*walks up to bike, looks it over, strokes fender, etc.*) Wow! What a beauty! This is just the bike I want.

Cycle: (*rolls light*) Careful there! Don't get me all dirty. Are your hands clean?

Boy: (*jumps back startled when bike begins to talk*) Are you really talking, bicycle?

Cycle: (*nods*) I certainly am!

Officer: May I present Mr. Cycle, the Talking Bicycle?

Boy: How do you do, Mr. Cycle.

Cycle: (*nods*) How do you do. What's your name?

Boy: (*gives name*)

Cycle: Before anyone rides me, I want to be sure he knows how to ride me properly and how to take care of me. I'm pretty sharp looking and I want to stay that way. (*rolls light*)

Boy: I'd take *good* care of you! May I try riding you now?

Cycle: (*shakes handles*) Not so fast! Not so fast! You have to answer a few questions first. What are these? (*wiggles handle bars*)

Boy: Handle bars, of course. Everyone knows that.

Cycle: O.K. So you know what they are. Do you know how to use them correctly and how to take care of them?

Boy: You just use them to steer the bicycle, that's all. What's there to take care of?

Officer: See what I mean, Mr. Cycle? You need to check pretty carefully.

Cycle: I see what you mean, Officer. So, you think there's nothing to take care of! Take another look. See the grips on the ends of my handle bars? (*wiggles bar*)

Boy: Yes, what about them?

Cycle: They need to be checked regularly to make sure they are tight and clean. When they are worn they need to be replaced. You couldn't grip very well if they weren't in good condition, could you?

Boy: No, I guess not.

Cycle: (*nods*) Right. Now take a look at the middle of the handle bars where they're fastened to the post.

Boy: (*puts finger on spot*) Here?

Cycle: Yes. What do you suppose would happen if you didn't make sure the lock nut was tight? (*wiggles bars*)

Boy: Why—I suppose the handle bars could come off. That wouldn't be good, would it?

Cycle: (*shakes head no*) I'll say it wouldn't. Also, you had better keep my fork bearings lubricated. Know where they are?

Boy: Yes, right in here. (*puts finger on spot*)

Cycle: And you didn't think handle bars needed checking!

Officer: \_\_\_\_\_, you said you only use the handle bars to steer the bicycle. I hope you mean that.

Boy: What do you mean, Officer?

Officer: Handle bars are to *steer* with, not to ride *on*.

Cycle: You mean two on a bike? One riding on the handle bars? (*shudders—spins wheel*)

and shakes bars) Oh! My poor aching back! Young man, how many seats do I have?

Boy: Why-y-y—one.

Cycle: (nods) Exactly. That means I'm made for one person to ride, not two!

Officer: Remember that, ———. Never carry passengers. It's too much load and you can't control the bicycle as well. It can be very dangerous.

Boy: I see what you mean. I guess I just never thought about it before.

Cycle: You'd better think if you want to ride me! And another thing. How many handle grips do I have? (wiggles handle bars)

Boy: Two.

Cycle: Why?

Boy: One for each hand.

Cycle: Right. I'm made for two-handed steering, not one-handed.

Boy: But what if I had a package or some books to carry? I'd need one hand to hold them.

Cycle: (shakes—no) Oh, no, you wouldn't! Don't carry anything on a bicycle unless you have a basket or can strap it to the frame. Two hands for steering, my boy! Two hands for steering! Well, let's get on with the questions. You didn't know much about handle bars. Let's see if you know *anything*!

Take a good look at me. Can you see any part of me that you think should be checked and adjusted?

Boy: Well-l-l. I'd need to adjust and tighten the saddle. (touches saddle)

Cycle: (nods) Right! That's one you know. Now, let's get down to the parts that make me go. (spins pedals and wheel) See how nicely I work? How would you keep me working like this? Start with my pedals.

Boy: (touches pedal) Well, I'd keep the pedal bearings lub — lub ———

Cycle: Lubricated. Good. (nods)

Boy: Thanks. When the pedal treads got worn, I'd put on new ones.

Cycle: Don't forget to lubricate my sprocket bearings and you'd better check once in a while to see if all my sprocket teeth are there.

Boy: (laughs) So you need your teeth checked, too!

Cycle: (nods) Right. Now, what about my chain?

Boy: Well-l-l . . . I suppose if it got broken I'd have to put a new one on.

Cycle: (shakes—no) Not necessarily. Just check for damaged links and replace those. See that my chain has the proper tightness and keep it lubricated.

Officer: Those chain guards are important, too. Be sure to keep them tight. You wouldn't want to get caught in the chain.

Boy: I'll say I wouldn't.

Cycle: Anything else?

Boy: Well, let me see. (looks at bike) Oh, sure! Tires. I'd want to check the treads and make sure the air pressure was right.

Cycle: If you want to keep the pressure right be sure you inspect the valves. But good tires aren't going to do you much good if the wheels wobble and spokes are broken or bent. Be sure you keep wheel nuts tight and bearings oiled. Replace broken spokes at once and be sure to keep them tightened. Anything else? (Rolls light)

Boy: I can't think of anything.

Cycle: (shakes—no—slowly) I was afraid of that. You knew what you were talking about, Officer. I suppose, ———, as long as you could whiz along as fast as you wanted, it wouldn't make any difference whether or not you could stop quickly!

Boy: Oh! Oh! I forgot about the brakes.

Cycle: That wasn't very smart now, was it? Unless your brake stops you quickly and evenly, better see a serviceman.

Boy: Now, may I ride?

Cycle: (*throws handle bars up*) Slow down there. We're not through yet.

Boy: We aren't?

Cycle: I should say not! What's this? (*rolls light*)

Boy: Why, that's your light. You need that at night so cars can see you.

Cycle: How far ahead should you be able to see that light?

Boy: I . . . I don't know exactly.

Cycle: 500 feet. That means it must be kept clean and in good working order. Take a look at my reflector.

Boy: (*inspects reflector*) That's a good one.

Cycle: Certainly! You don't think I'd be without that, do you? It will be reflected in the headlights of a car 300 feet away. Now, one more thing. (*sounds bell or horn*) Be sure this is always in good working order.

Boy: Now may I ride?

Cycle: Well . . . I guess so (*nods—slowly*)

Officer: (*comes in quick & strong*) Just a minute. We'd better see what \_\_\_\_\_ knows about riding safely. Do you know the hand signals?

Boy: Yes . . . I think so.

Officer: How do you signal a stop?

Boy: (*Gives signal and explains.*)

Officer: Right turn?

Boy: (*Gives signal and explains.*)

Officer: Left turn?

Boy: (*Gives signal and explains.*)

Officer: Good. Where do you ride in the street?

Boy: With traffic on the right side.

Officer: Be sure you stay close to the curb. If there are several riding together, ride in single file.

Cycle: (*wiggles handle bars*) And don't wobble! I told you I want to keep my paint nice and shiny. I don't want to wobble in front of a car and get hit. . . . Answer this question, \_\_\_\_\_. What's the safest way to cross a busy street?

Boy: Why . . . Look both ways and when it's clear ride fast, I guess.

Cycle: (*shakes handle bars*) Oh, no! Get off and walk me across. Here's another. How would you enter the street from your driveway?

Boy: You can't catch me on that one! STOP, LOOK and LISTEN.

Cycle: (*nods*) Good. Walk to the curb, look carefully and then mount when it is safe.

Officer: What about traffic lights and traffic signs?

Boy: Obey them just as cars do. But, boy, there sure are an awful lot of traffic lights and signs and laws!

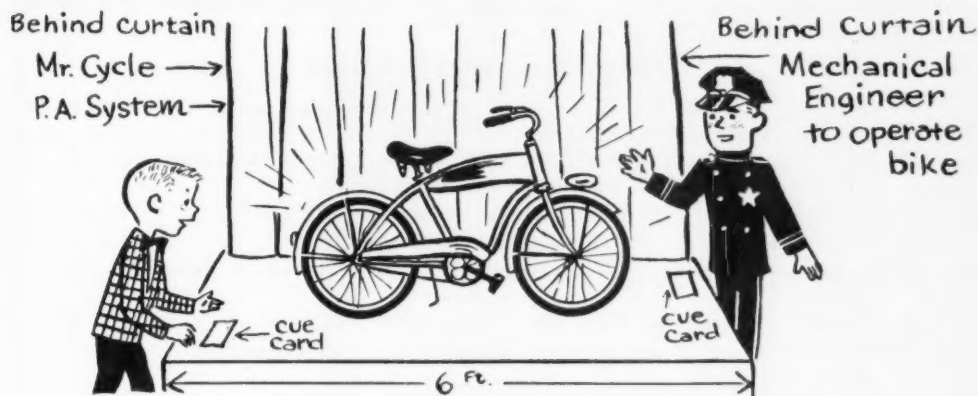
Officer: Just remember \_\_\_\_\_, that everyone of them is a *safety* rule. They are for your protection.

Boy: I know they are, and I'll do my best to obey them.

Officer: If you just remember that you'll be a good bike rider and a good driver some day. Any more questions, Mr. Cycle?

Cycle: Hm . . . Let me see . . . Yes, here's one. In places where you are allowed to ride on the sidewalk, who has the right of way?

Boy: Well . . . I'm not sure, but I think it would be the people walking.



- Cycle: (nods) Right! The pedestrians have the right of way.
- Officer: Another thing, \_\_\_\_\_, bicycles should have stands.
- Boy: Like Mr. Cycle's? (puts hand on bicycle stand)
- Cycle: (rolls light) Be sure you use that stand where there isn't a bicycle rack handy. And be careful where you park me! Be sure I'm out of the way so no one will fall over me. I like to stay away from doors.
- Officer: One more thing, \_\_\_\_\_. If you leave your bike for even a few minutes, lock it. If everyone remembered that, there would be fewer bikes stolen.
- Boy: What a lot of things to remember!
- Cycle: (nods) That's right! But you'll have lots of happy riding if you do remember.
- Boy: I guess you're right. But can't I ever ride "no hands" or do any stunts to show my friends how good I am?
- Officer: Not on the sidewalks and streets. They are intended for thoughtful, courteous people. The only place for trick riding is on a vacant lot or some other safe place away from traffic. Would you like for me to test you to see how good of a rider you are?
- Boy: I sure would. But I'll practice in my backyard first and then come back. Mr. Cycle, you're a beautiful bike and I want to keep you that way.
- Cycle: I'll tell you what, \_\_\_\_\_ (wiggles handle bars) See this book here beside me?
- Boy: Yes. (picks it up, reads title and shows audience) "Fun on A Bike," from the National Safety Council.
- Cycle: Why don't you take it home with you, look it over, think about what we've been saying and practice in your backyard. If you do that I'll bet you'll come back really ready to ride me.
- Boy: Oh, boy! Do you think so? I'll study hard. Good bye, Officer. I'll see you later, Mr. Cycle! (runs off)
- Cycle: (wiggles handle bars) Good bye, \_\_\_\_\_. I'll be seeing you. You know, Officer, he seems willing to learn. I think he may make a pretty good bike rider.
- Officer: I think you're right, Mr. Cycle. Well, I must be on my way. Good bye.
- Cycle: (wiggles handle bars) Good bye.  
(curtain of Officer—walking off and leaving bike alone)

The Talking Bicycle was a joint effort of the Lansing, Mich. Police Department, the school division of the Safety Council of Greater Lansing and the Lansing Public Schools. Written by Mrs. Marion Stone, radio and television coordinator, the play had its premiere at the Mount Hope Avenue School, under the leadership of Margaret Knapp, principal. Lt. Herbert McCourt, school safety officer, prepared the bicycle, mechanical effects and other stage props.

## Bicycle Safety Quiz

- |  |   |   |
|--|---|---|
| 1. Bicycle riders should observe and obey all traffic signs, stop and go signals, and other traffic control devices.                   | T | F |
| 2. Bicycle riders should try to crowd ahead between the cars at a signalized intersection so as to be in front when the light changes. | T | F |
| 3. Bicycles should be walked across heavily traveled streets.  | T | F |
| 4. Extra riders interfere with the proper control of a bicycle.  | T | F |
| 5. Bicycle riders hitching to a moving vehicle may be struck by other vehicles.  | T | F |
| 6. It is safe to ride bicycles three abreast when riding in a group.   | T | F |
| 7. Bicycle riders should carry bundles in one hand if the bundles must be carried on a bicycle.  | T | F |
| 8. The street is a safer location to do bicycle stunts than a field or yard.   | T | F |
| 9. Motorists will know what a bicycle rider expects to do if he rides in a wobbling and weaving fashion.                               | T | F |
| 10. A safe place to pass slowly moving vehicles is at an intersection.   | T | F |
| 11. Bicycle riders should keep to the right while riding in the street.  | T | F |
| 12. The proper way to make a left turn is to cut the corner.   | T | F |
| 13. Bicycle riders should give hand signals before making a turn.  | T | F |
| 14. It is a safe practice to enter the street from the sidewalk without first observing whether a car is coming.                       | T | F |
| 15. Bicycle riders should be careful of pedestrians when riding on a sidewalk.   | T | F |
| 16. The roadway is a safe place to park a bicycle.   | T | F |
| 17. Bicycle riders should select routes with the fewest automobiles and low speed traffic.   | T | F |
| 18. Icy or slippery streets are dangerous places to ride a bicycle.  | T | F |
| 19. When riding on sidewalks, the bicycle rider should be especially careful at alleys and driveways.                                  | T | F |
| 20. A bicycle rider should look only straight ahead when crossing and at intersection.   | T | F |

### ANSWERS

- |      |      |      |      |
|------|------|------|------|
| J-02 | J-01 | J-10 | J-05 |
| J-19 | J-41 | J-6  | J-4  |
| J-81 | J-31 | J-8  | J-3  |
| J-21 | J-21 | J-7  | J-2  |
| J-91 | J-11 | J-9  | J-1  |

### IMPORTANT NOTICE !

**E**VERY month the mail to the National Safety Council is filled with thousands of requests from school children for general safety material. The Council has been happy to fill these requests, with the conviction that such cooperation had a real part in emphasizing the importance of safety to each young correspondent.

Now, however, the volume of requests has reached such a point that we are no longer able to handle them. Therefore, we urge teachers to discourage their pupils from writing to the National Safety Council for safety material.

Instead, we suggest your pupils write to their local or state safety councils for information relating to the various phases of safety. This will not only facilitate service to them, but it will provide them with an opportunity to learn about the resources of their own communities and states which are actively engaged in the fight against accidents.



# Home Workshops



A home workshop should have ample space to hang tools and store supplies in drawers and on shelves. Good lighting and good housekeeping are essential.

## Statistics

1. Accurate statistics are not available on the number of accidents or injuries sustained in home workshops. Some estimate that 638,000 people annually suffer disabling injuries while doing home repair work.

## The Problem

2. Home workshops have been a part of American life since the frontier days. At that time such workshops were a necessary part of everyday life. But with the advent of larger urban centers and industrial specialization, the home workshop increasingly became a hobby rather than a necessity. Possibly because many schools, vocational or otherwise, have school shops—or possibly because most people have more leisure time—workshops in the homes are increasing.

3. Working in a home workshop is an interesting, instructional and often lucrative hobby, but can be a source of accidents if safety principles are not followed.

## Equipment

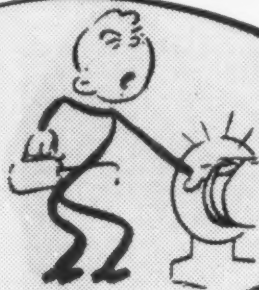
### Hand Tools

4. The safe use of hand tools is covered in *Safety Education Data Sheet No. 15—Hand Tools*. However, a few general rules are repeated here. Use a protective cover on the cutting edge of tools being carried or not in use. Check to see that there are wedges in the handles and always replace split handles. Wipe your hands and clean the tools before using them and before putting them away. Use tools only for the purpose for which they were designed. Any other use of tools is dangerous. Store tools so that they cannot fall causing injuries, and cannot be damaged. Damaged tools are not safe tools.

### Circular Saws

5. The saw should be equipped with a guard. Before starting a power saw, check to be certain the guard is in place and working properly.

6. Always use a pusher stick—not your hands—when ripping short or narrow work. Do



not attempt to cut extremely short or narrow work on a circular saw.

7. Keep a firm grip on the work, but don't put too much weight against it or crowd the saw, for when the work "gives" you could slip into the saw. When sawing, balance your weight equally on both feet. Proper stance will help prevent accidents.

8. Always keep your hands out of line with the cut, and when ripping, do not stand directly in line with the saw. If the job should kick-back, abdominal or other injuries could result. A good practice is to wear a kick-back apron.

9. Never reach over or around the saw when it is in motion.

10. Lower the saw teeth below the table when the saw is not in use.

11. When cutting, the saw teeth should not extend more than one-sixteenth inch above the work.

12. Do not use a rip saw for crosscutting or a crosscut saw for ripping. Always use a fence when ripping and a guide when crosscutting.

13. Keep scrap stock off the table—use a brush, not your hands.

#### **Band Saws**

14. Band saws are safer to operate than circular saws since they present no danger of kick-back and can be more completely guarded. Both upper and lower wheels should always be guarded.

15. There should be a self-adjusting guard on the working side of the saw blade between the upper wheel enclosure and the guide rolls for the gauge. The lower wheel guard should reach the floor so that no one can reach under the table and possibly be cut by the blade. Both guards should be kept closed to hold in the saw blade in case it should break and to prevent accidental contact with either wheel. Guards should be hinged to permit changing the saw blade.

16. Do not use a cracked saw blade. A blade that "clicks" as it passes through the work is

usually cracked and possibly ready to break. Turn off the machine and change the blade. If a blade breaks, shut off the power, step back from the machine and wait for the machine to stop completely before attempting to remove the broken blade.

17. Do not stop a band saw suddenly and do not stop the saw by forcing a piece of wood against the side or cutting edge of the blade after the power is off. Either practice is dangerous because it can snap the blade.

18. If the work binds, don't back the work away from the blade while the saw is running.

19. Don't cut cylindrical stock with a band saw and don't turn small radii with a large blade. The amount of contact between cylindrical stock and the table is reduced to a line, thus decreasing stability and increasing the hazards of the operation. Cutting sharp curves with the band saw twists the blade abnormally, often causing it to break.

20. Clear away sawdust and chips with a brush—never use your hands, rags or waste.

21. Keep saw evenly and accurately set.

22. Check all material for nails or other metal. Metal hitting the saw teeth can cause the saw to break, will damage the saw and can easily cause injury to the operator.

23. Don't leave waste wood or sawdust on the floor. Sawdust is slippery and pieces of wood could trip the operator causing him to fall against the revolving saw.

#### **Jointers**

24. A narrow jointer is safer than a wide one, and there is little work in the home workshop that requires a wide jointer.

25. Hand feed jointers are dangerous when not properly guarded or used. Injuries occur primarily from getting hands and fingers against the knives. A high percentage of accidents takes place when short lengths of stock are being jointed.

26. The openings between the table and the head should be just large enough to clear the



knife. Heavy cuts should be avoided.

27. A guard which adjusts itself as the stock strikes against it should cover the table opening on the working side. The guard should be used at all times. The unused end of the cutter head should be protected at all times.

28. For edge jointing, a swinging leg-of-mutton guard gives good protection. However, on surface jointing such a guard exposes much of the knife as the rear end of the work passes over it. For surface work, a guard that rises and rides on top of the work gives better protection.

29. For surface work on the jointers, the operator should have both hands on top of the stock, never over the front or back edge. If surfacing is done on a jointer equipped with a leg-of-mutton guard, a push block of proper size should be used.

### Grinders

30. Always wear goggles when grinding and be sure they cover the eyes completely. This applies even though the wheel has a glass shield.

31. Use the face of the wheel only, unless it is designed for grinding on the side. Side pressure could break the wheel.

32. All wheels should have a protective hood. Do not grind unless there is one on the wheel.

33. Stand to one side out of line of the wheel when starting it up.

34. Let the wheel warm up before using it heavily; the work should be fed gradually. Using too much pressure or striking the wheel suddenly could cause it to break.

35. Keep the tool rest only one-eighth inch from the grinding wheel. With too much clearance the job could jam the wheel and break it.

36. Never adjust the tool rest while the machine is in motion. Wait for the wheel to stop after the power has been shut off. Don't attempt to stop the wheel with your hands.

37. Never use a wheel if it has a lower rated speed (maximum revolutions possible per minute) than the r.p.m. of the spindle.

38. Stop the wheel if it chatters or vibrates excessively. This could be a danger signal that the wheel is not properly balanced or not attached securely to the spindle. A chipped wheel should never be used.

39. When replacing or mounting a grinding wheel, be sure that it is in good condition and don't force it on the spindle. Doing this could crack the wheel. On the other hand, a wheel must not fit too loosely or it will run off center. Use compression washers when mounting a wheel and check the nuts on both ends of the spindle to see that they are tightened properly. After mounting, turn the wheel by hand to see that it runs free of the tool rest or protective hood.

40. Hold the job against the grinding wheel firmly so that it will not slip out of the hands and cause your hands or fingers to come in contact with the wheel. Don't wear gloves or use a rag to hold the work. Either could get caught in the wheel and cause injuries.

### Metal Lathes

41. Before turning on the power, be sure the tailstock, tool holder and the job are properly clamped.

42. Only use hand power when putting on or removing chucks or faceplates. Do not use the power that operates the lathe.

43. Make it a habit never to leave the chuck wrench or any other tool in the chuck. If the machine is turned on, it could fly out and injure the operator or some other person.

44. Do not use rags, waste or hands to brush away metal chips. Use a brush or a wood paddle. Metal chips or curls should not be touched with your hands at any time. Extremely sharp edges can cause deep cuts and burns.

45. Do not use a wrench on moving work or parts, and never try to adjust or feel the edge of a cutting tool when lathe is running.

46. Don't take too heavy a cut. Doing this could force the job out of the lathe and cause it to fly out of the machine.

Turn page



47. Don't attempt to stop the chuck with your hand or by reversing the power. Your hand or fingers could get caught in one of the chuck jaws or some other part of the lathe. Use only safety-type lathe clogs.

48. Occasionally sweep away metal chips that gather on the floor around the machine. Chips are slipping hazards and chips or curls can cut through a shoe.

49. Eyes should be protected with goggles wherever there is danger of flying particles.

#### Woodworking Lathes

50. Be sure stock has no checked ends, loose knots or insecurely glued joints.

51. Set tool rest slightly below center line of stock and as close as possible to the stock to prevent catching and/or throwing the tools. But, be sure that the stock clears the tool rest. Check this clearance by revolving the stock by hand before turning on the power. Do not adjust the tool rest while the machine is in motion.

52. To avoid slipping, imbed centers properly and clamp the tailstock securely. Keep the tailstock screw tight.

53. Keep faceplate screws tight.

54. Operate the lathe at its slowest speed until the stock is cylindrical. Use slow speed even after truing the stock on large diameter cylindrical faceplate turnings. As a general rule, the larger the diameter of the stock, the slower the speed of the machine should be.

55. Do not use a gouge on the inside of a cup-shaped faceplate job; the tools could catch and turn.

56. Turn off the machine to test the stock and do not make adjustments or use calipers while the stock is revolving. Keep lathe tools sharp and be sure they have good, strong wood handles.

57. Do not stop faceplate work with power. Faceplates and work will be released from the spindle because of momentum.

58. Never hand sand turning stock without

first removing the tool rest.

59. Use only a brush to sweep chips and shavings from the work and the machine, and do not allow excess chips to gather on the floor around the lathe; they are slipping and fire hazards.

#### Drill Presses

60. Before operating the press, see that guards fit properly, are in good working order and are in position. Drills should be carefully selected for suitability for the job and good condition, and all drift pins and chuck wrenches should be removed from the drill press. Pulleys and belts should be guarded to prevent catching hair or clothing.

61. Never hold the work under the drill by hand. All work should always be clamped securely to the table or held in a drill vise. This is especially true of small parts. Otherwise, if the drill binds, unsecured work could revolve with the drill and cause injuries. If the work should slip from the clamp or vise, do not attempt to stop it with your hands. Turn off the machine at once.

62. Shut off the motor and start the drill by hand if the drill sticks in the work.

63. Do not force or feed a drill too fast. Such practices could cause a drill to break or splinter, causing serious injury.

64. Wearing gloves while operating a drill press is dangerous. They can easily get caught in revolving drills causing serious injury. If gloves are needed to handle rough materials, wear them only when drill is not running.

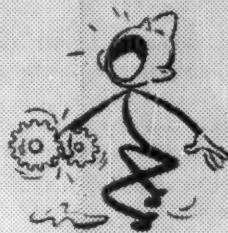
65. Remove chips from work and the table with a brush—never use your hands, rags or waste.

66. Do not reach around or in back of a moving drill.

#### General Safety Precautions

67. Purchase only "safe" equipment. Take into account such things as stability, complete guarding of revolving parts, guards which op-





erate easily and are not flimsy, and easily accessible switches.

68. When working with machines that cut, saw, drill and grind wear proper apparel for the job. Do not wear rings, wrist watches or bracelets. Do not wear neckties, gloves or loose or torn clothing of any kind. *Do* wear shirts or jumpers with sleeves cut off or rolled above elbows.

69. Wear shoes with thick soles—safety shoes for heavy work. A close-fitting cap should be worn to hold in long hair. A drill press can literally scalp a person if his hair gets caught in the revolving drill.

70. Always wear safety glasses or goggles when operating any high speed revolving machines.

71. Plan the workshop so that there is ample space to use each machine safely—that is, without danger of bumping or tripping over one machine while working on another.

## Housekeeping

### General

72. Keep the floor free of oil and grease. They are slipping hazards. Rubber matting around the machine makes for easier, safer standing.

73. Put tools away when not in use.

74. Do not leave tools on the table of the machine. They could fall off and cause toe or foot injuries.

75. Store materials so that they cannot be tripping hazards.

### Fire

76. Keep a fire extinguisher of the right type\* readily available at all times. \*For Class A fires (cloth, paper or wood) use water or any of the following. For Class B fires (oils, greases or paints) use a dry chemical, carbon dioxide, loaded steam or vaporizing liquid extinguisher. For Class C fires (electrical equipment) use a carbon dioxide, dry chemical or vaporizing liquid extinguisher.

77. Use a metal can with a tight cover for oily rags, waste and paint rags. Dispose of rags

immediately, but don't throw them in the furnace. They ignite with explosive force.

78. Store flammable liquids in tightly closed containers, and store paints, lacquers and thinners in covered cans in a metal cabinet. Do not store these items near a heater or furnace.

79. Sawdust and wood shavings are fire hazards; be careful when using matches or other open flame of any kind around them.

### Electricity

80. Be sure machines do not put too heavy a load on any wiring circuit. If in doubt about the amount of current in your home workshop, call your local electrical shop or public service company.

81. Ground all portable electric tools. The best procedure is to buy tools which have a third ground wire built into the cord. Other tools can be grounded by fastening one end of a flexible, at least 18 gauge wire to the metal frame of the tool and the other end to a ground by means of a battery clip.

82. Check all electric cords occasionally to see they are in good repair.

83. Electric switches must be the type which cannot be closed accidentally and thus start the machine.

84. Good lighting in a workshop is essential to safe operations. There should be no shadows and always sufficient light to see clearly.

### Safety Habits

85. Always stop a machine to oil it or to adjust it or the work. After the power is off, wait until the moving parts have completely stopped.

86. Never leave a machine running. Never leave it until it has completely stopped. Someone may not notice it moving and be injured. This is particularly true with grinders and power saws.

87. If the machine has both a button and a foot pedal for stopping and starting, use the pedal for stopping only and place a guard over



it so that it cannot be stepped on accidentally. Use only the starting button for manual operations.

88. Always use the right tool for the job. Makeshift tools can cause accidents.

89. Replace all guards immediately after any repairs are made.

90. Don't permit unauthorized persons to use the workshop. Remove fuses—lock switches, or in some other manner make machine inoperative in your absence.

## Selected Sources

91. *Drill Press Operators*. Safety Instruction Card No. 87. National Safety Council.

92. *Electric Hand Saws (Circular Blade Type)*. Industrial Data Sheet D-344, 6 pp. National Safety Council.

93. *Grounding of Portable Electric Equipment*. Industrial Data Sheet D-299, 4 pp. National Safety Council.

94. *Hard Hammer Hints*. Safety Instruction Card No. 31. National Safety Council.

95. *If You Do-It-Yourself—Do It Safely!* (Leaflet) Argonaut Insurance Co., San Francisco, Calif. Free.

96. Safety Education Data Sheet: No. 15, Hand Tools; No. 46, Safety in the Wood Shop; No. 50, Safety in the General Metals Shop; No. 53, Safety in the Machine Shop; No. 68, Safety in "Do-It-Yourself"; No. 87, Safety in the Electrical Shop. National Safety Council.

97. *Screw Drivers*. Safety Instruction Card No. 257. National Safety Council.

98. *Sharp Tools Are Safer Tools*. Farm Safety Leaflet. 4 pp. Illustrated. National Safety Council.

99. *Sheathes for Sharp Pointed Tools*. Safety Instruction Card No. 184. National Safety Council.

100. *Tips to the Handyman Hobbyist on How to Do It Safely*. 48 pp. Illustrated. The Home Insurance Co., New York, N. Y. Free.

101. *How to Run a Lathe*. 128 pp. Illustrated. South Bend Lathe Works, South Bend, Ind., 1952. Free.

## Safety Education Data Sheets available are:

#429.04-	#429.04-	#429.04-
-19 Alcohol and Traffic Accidents	-52 Highway Driving, Rules, Precautions	-63 School Bus Safety: Educating Pupil Passengers
-78 Amateur Electricians, Safety for	-43 Hiking and Climbing	-73 School Bus Safety: Operating Practices
-26 Animals, Domestic	-41 Home Workshops (Rev.)	-67 School Dramatic Productions
-37 Animals in the Classroom	-42 Horseback Riding	-47 School Fires (Rev.)
-37 Auto Shop (Rev.), Safety in the	-62 Iceboxes and Refrigerators, Hazards of Discarded	-85 School Lunch Room, Safety in the
-46 Baby Sitting	-79 Industrial and Vocational Education Programs, Coordinating Safety in	-40 School Parties
-49 Bathroom Hazards	-70 Kites and Model Airplanes, Safety with	-83 Sheet Metal Shop, Safety in the
-1 Bicycles	-23 Laboratory Glassware	-17 Sidewalk Vehicles
-18 Camping	-7 Lifting, Carrying and Lowering	-84 Skiing Safety
-14 Chemicals	-33 Machine Shop (Rev.), Safety in the	-28 Small Craft
-59 Chemistry Laboratory, Safety in the High School	-2 Matches	-71 Sports: Baseball, Safety in
-86 Cigarette Fire Hazards	-36 Motor-Driven Cycles	-77 Sports: Basketball, Safety in
-80 Counselors and Helpers in Summer Camps	-55 Motor-Vehicle Speed	-72 Sports: Football, Safety in
-6 Cutting Implements	-31 Night Driving	-75 Sports: General Practices, Safety in
-68 "Do It Yourself," Safety in	-16 Nonelectric Household Equipment	-54 Summer Jobs: laborers, home yard, service-stations
-9 Electric Equipment	-82 Office Safety	-45 Summer Jobs—Farm
-67 Electrical Shop, Safety in the	-63 Part-Time Jobs: Food Handling, Safety in	-27 Swimming
-34 Electrical Storms, Safe Conduct in	-13 Passenger Safety in Public Carriers	-15 Tools, Hand
-5 Falls	-10 Pedestrian Safety	-4 Toys and Play Equipment
-60 Farm Mechanics Shop (Rev.), Safety in the	-25 Play Areas	-33 Traffic Control Devices
-3 Firearms	-69 Playground Apparatus	-48 Unauthorized Play Spaces
-25 Fireworks and Blasting Caps (Rev.)	-74 Playground Surfacing	-88 Vision and the Driver
-44 Fishing, Hook and Line	-8 Poisonous Plants (Rev.)	-76 (Bad) Weather Conditions, Safety in
-12 Flammable Liquids in the Home	-35 Poisonous Reptiles	-39 (Bad) Weather: Hazards, Precautions, Results
-61 Floors in the Home	-21 Poisons, Solid and Liquid	-56 Welding and Cutting Safety
-20 Gas, Cooking and Illuminating	-24 Public Assembly, Places of	-30 Winter Driving
-50 General Metals Shop, Safety in the	-51 Pupil Excursions, Safety in	-32 Winter Sports
-64 Graphic Arts Shop, Safety in the	-38 Railroad Trespassing	-58 Winter Walking (Rev.)
-81 Gun Clubs: Their Organization and Activities	-11 School Buses—Administrative Problems (Rev.)	-46 Wood Shop, Safety in the
-22 Gymnasium (Rev.), Safety in the		

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# Fostoria Followed The Females

to the city-wide motor vehicle inspection the gals sponsored.

NO ONE else in the community would tackle the job—"too hard and too time consuming." So 19 high school freshman girls accepted the challenge and won fame and a wealth of traffic safety-minded citizens.

The 19 members of Hi Chi Phi, a Camp Fire Girls group in Fostoria, Ohio, sponsored a motor vehicle inspection, which stimulated more than 900 car owners to have their auto checked.

Led by the advisor, Carolyn Bower, the girls started promoting months before the inspection days in May. Through the local newspaper, citizens felt the project's pulse quicken as they read the plans developing day by day. Excitement grew as more and more automobile dealers volunteered their services and manpower. The Chamber of Commerce gave the girls printed safety check lists—the Seneca County Traffic Safety Committee furnished "Circle of Safety" stickers to put on safe cars—the *Fostoria Review Times* published a special 20 page "Vehicle Safety Check edition"—everyone endeavored to support the girls.

The girls sponsored a special traffic safety assembly at Fostoria High School. These teenage traffic promoters set up a speakers' bureau which furnished programs for local adult organizations wishing to discuss traffic safety and they showed bicycle safety films in grade schools.

While the girls were working to educate their city, they were receiving a few lessons themselves. They attended a session at Fostoria Municipal Court to learn first-hand the type of traffic violations most common in the Fostoria area and to study court procedure. The Hi Chi Phi group toured the Findlay post of the Ohio State Patrol and were personal guests of Gov. C. William O'Neill at the Governor's Special Action Conference on Traffic safety in Columbus. In some of the Conference discussion

groups, the girls were asked to explain their traffic safety campaign in Fostoria.

As the days for the inspection drew near, telephones started ringing more frequently throughout the city. The old adage "tell-a-woman" was employed to spread a last minute reminder of the voluntary motor vehicle inspection. Inspection locations were announced in the newspaper and a daily total was listed.

Mechanics conducted the actual four days of inspections while the Hi Chi Phi gals stood by recording results on the check lists. A summary report attached to the check list was given to the motorist after the inspection. The girls also passed out to each motorist both a brochure describing Ohio's (Demerit) Point System Law, supplied by the Ohio Department of Highway Safety and a 28 page illustrated booklet entitled "Heedless Horsepower," printed by the Travelers Insurance Cos. and presented by the Seneca County Traffic Safety Committee.

Cars found in safe condition were given the sticker *Circle of Safety: Check Your Car, Check Your Driving, Check Accidents*. A total of 919 automobiles were inspected in Fostoria—839 were found in safe condition and 80 were rejected.

But the girls' work didn't end with the last car inspection. On Memorial Day Hi Chi Phi members were posted at various stop streets and intersections passing out more than 2,000 brochures and booklets and 800 safety flares to motorists.

The results of these months of intensive work? A city of safety conscious citizens, safe automobiles, proud parents and 19 tired but extremely happy girls. An anonymous person donated a trip to a traffic safety clinic at Northwestern University to the girl who did the most to promote traffic safety during the campaign.

The Hi Chi Phi group received letters of commendation for their successful project from numerous organizations, including the Seneca County Traffic Safety Committee, a plaque from the Truckers' Association of Ohio and a certificate of honor from the Ohio Department of Highway Safety.

Their final honor—the awarding of the Dodge Safety Award—was made by safety consultant Jeanne Smith of the Dodge division of the Chrysler Motor Car Corp., who told the girls: "I'm proud of you girls because you have proved that teens are interested in safe driving and because you have again shown that no community project can succeed without feminine support●"

# Trap the "T" in Spring House

Now's the time for that over-all clean-up inspection. They had been in Salem, N. J., and came up with some shocking findings. The innocent looking things they found

**S**PRINGTIME in November—that is, the activity was out of season.

The project could have been a spring clean-up campaign. However, it was suggested by the superintendent of schools in Salem, N. J., in November and so became an overall safety inspection of all public schools in the city.

Safety engineer, A. Bruce Hedrick, president, Salem County Safety Council, Inc., personally handled the entire inspection and then submitted a complete room by room report of his findings with suggestions. This report can be valuable to schools and teachers considering a spring "house cleaning" project.

## HIGH SCHOOL—A

### Senior Woodwork Shop

1. Several tools including chisels, screwdrivers and files with broken or missing handles were observed. Tools of this type should be replaced, repaired or discarded and the practice of using defective tools should be discontinued.

2. The belt on the GEM grinder was unguarded. Due to the hazard of pinch points, this belt should be guarded to prevent being removed by someone unaware of the potential hazard of this equipment.

3. The abrasive wheel on the grinder was not protected by a "Perks" washer. These washers help prevent shattering of the wheel when rotating at high speeds.

4. The ground wire was broken on a portable electric cord. These grounds should be maintained in good repair to prevent shorting and a resulting shock to the user.

5. The abrasive wheel on the small grinder should be equipped with a "Perks" washer.

6. The service wire to the Planer was badly frayed and could short and start a fire.

### Junior Woodwork Room

1. The broken wood mallet observed in this room was discarded. Items of this nature should not be permitted in the classroom.

2. The M.D. grinder wheel should be equipped with a "Perks" washer.

3. The guard had been removed from the small lathe. This guard should be replaced immediately and steps taken to prevent recurrence of this practice.

4. The belt drive on the drill press was unguarded. A guard should be provided.

5. The belt on the Delta jigsaw was unguarded.

6. Greasy paint rags were stored in the paint cabinet. These rags could start a fire by spontaneous ignition and should be stored in a fire-proof container.

### Home Economics Department, Room E

1. We were unable to locate grounds on the Laundromat. We suggest the supplier be contacted and requested to checkout this equipment for possible shortages and make the necessary additions.

2. The drawers in the wooden cabinet in this room were not equipped with stops. Without stops the drawers could be pulled out and fall.

### Agricultural Department

1. The four-drawer filing cabinet in this and several other rooms was not anchored. To pre-



# se Cleaning

d one

results.

might be lurking in your school.

vent these cabinets from tipping and causing injury when the top drawer is opened, they should be bolted either to the wall or floor.

2. The face piece on the welder's helmet was badly pitted thus obscuring the view of the wearer. A new face piece should be installed.

3. Several boards with protruding nails were observed. This practice could cause bad puncture wounds. All protruding nails should be removed or bent over to remove this hazard.

4. This room presented a poor housekeeping picture. A sincere effort should be made to clean the room and maintain good housekeeping.

5. Several sharp objects were observed on the floor and equipment, such as jagged and broken metal. They should be removed or eliminated.

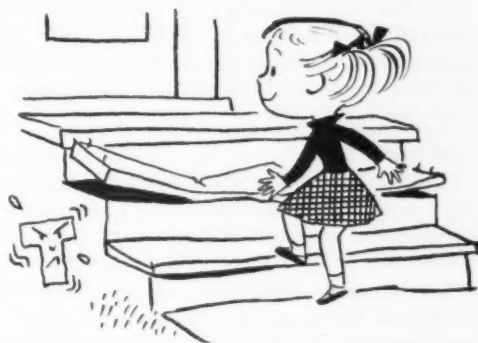
6. A partially full two-gallon can of motor oil was stored near a wall. It was apparent that the can had been stored in this spot for considerable time. The can was not closed and could, in the event of fire, add to the general hazard.

7. Several tripping hazards caused by objects lying on the floor were observed. These hazards should be removed.

8. The partial cans of paint observed in this room should be kept sealed and in a fireproof cabinet.

9. A guard should be placed on the belt of the circular saw.

Turn page



# or Trouble

### Boiler Room

1. The housekeeping in this room left much to be desired. Empty jugs and cans were stored under the steps at the doorway. An oiled cloth and dustbrush were stored on top of the compressor. A hose was stretched across the floor and constituted a tripping hazard. These conditions should be corrected.

2. Three straight wood ladders and one wooden step ladder were unsafe. Due to construction and general deterioration, two of these ladders were removed from service during this inspection and the remaining two should be discarded.

3. The belt on the air blower was not guarded. A guard should be provided.

4. The belt on the compressor was not guarded. A guard should be provided.

### Store Room

1. A bracket was loose on one of the rungs of the step ladder.

### Sewing Room

1. The electric cord to the iron was badly frayed. This cord should be repaired immediately or replaced to prevent burn or shock from shortage.

### Room L

1. The two Hamilton dryers should be checked to determine if they are properly grounded. The inadequate extension cords used on these dryers should be replaced by standard cords bearing the UL label.

### Cafeteria

1. The old style "barn burner" matches were used to light the gas stove. They should be discontinued immediately and safety matches provided.

2. Due to the difficulties with the gas stove which has had several minor explosions, it was recommended that this stove be discarded.

3. No pressure relief valves could be found on the two hot water heaters. The supplier of these heaters should be requested to equip them with valves of the proper type.

4. The electric cord operating the Kitchen Aide was connected to a receptacle inside the hood over the stove. This results in a hazard as the cord, when connected, is about "head high" across an aisleway. A receptacle should be placed over or on the table near the Kitchen Aide.

5. The metal doors on the dishwasher should be counterweighted to prevent the guillotine type movement from causing an injury.

6. The defective switch on the meat slicer should be replaced.

### Apartment Room

1. One of the plugs in the double receptacle appeared to be burned. This receptacle should be checked and if found defective should be replaced. Periodic inspections of electric equipment will prevent possible fires and injuries.

### Maintenance Shop

1. A considerable amount of paint was stored in this room. A standard metal paint storage box equipped with a fusible link should be provided for paint storage.

### Storage Space Under Auditorium

1. The hand rail on the north steps at the rear of this room was loose and should be repaired.

2. The electric service to the old blower situated in the west end of the room should be disconnected to prevent accidentally starting the large unguarded fan.

### Chemical Lab

1. Glassware and metal equipment of various kinds were stored on shelves. To prevent these objects from being accidentally knocked to the floor, toe boards should be installed on each shelf.



2. The practice of storing acids or other corrosives in one gallon glass bottles should be discontinued. Due to the hazard of these bottles being broken and someone being sprayed with the contents, carriers should be provided for these bottles. Carriers are available either in wood or metal.

3. Storing heavy objects on cabinet tops should be discontinued due to the hazard of the objects falling or being dislodged.

4. The ventilated hood in this room was equipped with plain glass. In the event of a fire or minor explosion inside the hood, the glass would be shattered. This hood should be equipped with either safety glass, wire glass or non-flammable plastic.

### Physics Room

1. To prevent glassware and other materials stored on shelves in the cabinets from being



dislodged, toe boards should be provided on each shelf.

### General

1. The swinging double doors in the stairwell at the n/w corner would not close. To maintain this stairwell as a cut off for the safe evacuation of the building in the event of a fire, these doors should be repaired and properly maintained.

2. The putty was missing from many panes on the outside windows. Several panes were also broken. These broken panes should be replaced and reglazed where necessary.

3. The protective globe over the light at both the north and south sides of the gym were broken. These globes should be replaced.

### SCHOOL—B

#### Office

1. The storage closet in this room was badly overcrowded. Glassware was stored on the top shelf where it easily could be dislodged and fall.

2. The file cabinets in nearly all rooms in the school were not anchored.

#### Dispensary

1. The drawers in the metal cabinet were not equipped with stops.

#### Library Annex

1. The electric cord to the burning pencil was frayed. To prevent shorting, this cord should be repaired or replaced immediately.

2. The loose grill on the hotplate should be anchored in place or discarded to prevent shorting if it contacted the heating coil.

#### Rooms 34 and 35

1. The lock and pull for the door between these rooms were missing. This condition should be corrected. As this is not a swinging door, steps should be taken to correct this condition immediately.

#### Wing No. 1

1. The doors in rooms 10, 11, 12 and 13 were not equipped with panic bars. In the event of a fire it is possible these doors would be jammed and trap many students and teachers.

#### General

1. Throughout this building many pieces of portable electric equipment not equipped with ground wires were observed. These included movie projectors, slide projectors and record players. As many serious accidents, including some fatalities, have occurred from using this

type equipment without grounds, it is recommended that suitable grounds be provided.

### SCHOOL—C

#### Grammar School

1. Several pieces of electric equipment without grounds were observed in this building.

#### Dispensary

1. The wooden cabinet was not anchored and could easily be tipped over. This cabinet, as well as the many file cabinets throughout the building, should be anchored.



2. The drawer in the metal cabinet was not equipped with stops.

#### Rooms

1. The wooden cabinet was crowded to overflowing. This condition should be corrected by providing additional storage space, if needed.

2. Glass bottles were stored in the wooden cabinet in this room. The storage of this type of material should be discouraged to prevent being dislodged and broken.

#### General

1. A sharp paring knife was lying on a window ledge on the stairway. Sharp pointed objects should not be lying about where children may take them.

2. In rooms 2 and 3, the storage cabinets were equipped with glass fronts. If a child should trip or fall and strike the glass, he could be severely injured. This type glass should be replaced with plastic or hard board.

3. Several bricks and bottles were stored in the glass enclosed section of the storage cabinet. To prevent injury these objects should be discarded.

4. Several guillotine type paper cutters were observed throughout this building. This type of equipment should be kept out of the reach of children or adequately covered when not in use. Small fingers can easily be amputated with this type of equipment.

After the spring clean-up inspection, recommendations were made to the persons responsible. Hedrick said the most important step is the follow-up—the actual “house cleaning”●



# Vacuum in

*By Frank J. Woederhoff*

**T**O WHAT extent have the public vocational schools developed vocational driver education programs? A year ago the Joint Safety Committee of the American Vocational Association and the National Safety Council sought an answer to this question. The Committee submitted a questionnaire to the 48 state directors of vocational education to discover what the various states were doing, or planned to do, in developing training programs for drivers of commercial vehicles.

On the basis of the replies it became evident that little had been accomplished by vocational educators. Where such courses did exist the emphasis was generally limited to educating school bus drivers.

The findings suggest that representatives of the commercial motor carrier industry and vocational educators have not jointly studied the training needs of this vast and important phase of our nation's transportation industry. Obviously, if there are to be any educational and training programs developed it is extremely important that the representatives of this industry and vocational educators establish some understanding of the training needs and methods to accomplish such programs.

The evidence from this study should not be interpreted as a lack of interest on the part of vocational educators for this type of vocational

training. Rather, the crux of the problem lies with the absence of any joint planning between the motor transport industry and vocational educators. In the states and communities where training needs exist there should be communication between this industry and the educators. An advisory committee seems to be the most promising means for making training needs known and for studying the training problems. It might be profitable at this time to explore the possibilities of establishing advisory committees on the national, state and local levels.

## **Number of Programs Offered in 1955-56**

Only eight state departments of vocational education reported that vocational driver education programs were conducted through their departments or by local school programs during the school year of 1955-56.

**ALABAMA**—The state department of vocational education employs two full-time instructors for driver education who work mostly with school bus drivers. When time permits they teach drivers of fire trucks and freight moving equipment.

**CONNECTICUT**—Commercial driver education (truck driver training) is conducted by the state department of education. Classes are organized and operated by the vocational training field services. The courses are offered in cooperation with the Motor Carriers Council, the Motor Transport Association, the Safety Council and the Union.

**FLORIDA**—Florida report showed the most extensive state-wide program of vocational

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Frank J. Woederhoff, associate professor, Purdue University, Lafayette, Ind., was chairman of the Joint Safety Committee. Committee members were: Carl Anderson, John Coleman, Andrew Paton and G. L. Smith.

# Vocational Driver Education

Why can't future members of the transportation industry get training? The author offers a few of the reasons.

driver education: eighteen classes were conducted in eight local community programs of vocational education.

**KANSAS**—The state department of vocational education cooperated with the extension division of Kansas University in offering courses for driver supervisors.

**NEVADA**—One class enrolling 30 school bus drivers was held at Minden, Nev.

**PENNSYLVANIA**—Six classes for tractor trailer drivers were conducted by three local vocational education programs.

**WASHINGTON**—Sixty classes enrolling 972 school bus drivers were conducted. These courses were organized in the 46 school districts within the state.

## A DRIVER EDUCATION FEATURE

**WISCONSIN**—A pilot training program for school bus drivers was organized in Stevens Point, Wis.

Three other states reported some interest in vocational driver education programs: during the 1955-56 school year the Vermont State Department reported two school bus driver clinics. The Arizona State Director of Vocational Education reported that during the 1954-55 school year Phoenix Union High School offered a course in vocational driver education which enrolled 20 students. This course has since been discontinued. Massachusetts reported that one course was offered during the 1956-57 school year in Springfield which enrolled 70 persons.

In the eight states reporting vocational driver education courses approximately 2,300 persons were enrolled. The majority were school bus drivers.

APRIL, 1959

## Federal Vocational Funds

The states with classes in vocational driver education indicated that federal funds appropriated for trade and industrial education reimbursed part of the instruction cost. The use of federal funds for vocational education programs varies in each state.

A major purpose of federal funds for vocational education is to foster and promote occupational training. In keeping with the principle that education is a state right, each state is expected to develop its own state plan for vocational education. Such plans set forth the conditions for accepting and disbursing the funds in cooperation with the federal government. In this study 34 states reported policies incorporated in their state plan which qualify vocational driver education as part of the federally aided vocational education program. Ten states indicated that their state plan did not cover vocational driver education and four states did not respond.

## State Advisory Committees

The purpose of an advisory committee is to offer counsel and advice for maintaining a sound and realistic program of vocational edu-



cation. The committee can help correlate the vocational training program with the actual working conditions and needs of a given industry or occupation. According to this study only six state boards of vocational education have organized state advisory committees to assist the state board in studying and developing a program of vocational driver education.

Three states have contemplated establishing an advisory committee in the near future.

The opinions varied greatly on the employment possibilities for vocational students who successfully completed a vocational driver education course.

#### Employment Possibilities for Vocational Students in Various States

Very Good— Excellent	Good— Promising	Poor— Doubtful	No information—No Response
10	9	12	17

The fact that 17 states did not respond to the question or reported not having information suggests the need for some factual information regarding job opportunities and placement possibilities within each state.

Are students likely to be interested in vocational driver education? Again, the replies to this question are a matter of opinion. The respondents from five states believed that student interest would be excellent; 10 said good. Two-thirds of the respondents said doubtful or their interest was unknown.

Since there are very few vocational driver education courses offered, little attention has been given to developing curriculum materials such as, outlines, guides, pamphlets, bulletins or courses of study.

The courses conducted for school bus drivers reported using *Training School Bus Drivers*, Vocational Division Bulletin No. 233, U. S. Office of Education, Washington, D. C.

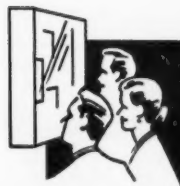
Furthermore, the opinions varied greatly on what should be included and how much time would be required for a vocational driver education course. This finding suggests the need for some thorough study of the occupational field to arrive at an analysis upon which to build an educational program.

The evidence from this study suggests the following conclusions:

1. There are few vocational driver education courses established in public vocational education programs.



2. Vocational educators know little about the specific training needs of the motor vehicle transportation industry.
3. There is need for an analysis of the occupational area to determine the training content to be included in a course of study.
4. No one knows the extent to which management and representative employee groups are interested in developing and carrying on programs which would better qualify young men as truck drivers.
5. Much more needs to be known about the cost of establishing a vocational driver education program.
6. There is a need for developing on the national, state and local levels, advisory committees composed of representative employers and employees to consult with vocational educators on the training problems of this industry.
7. There is a need to explore what can be done to develop training guides, course outlines and resource units for instruction.
8. Little is known about student interest for training in this occupational field. Furthermore, guidance counselors need more occupational information concerning truck driving as an occupation.
9. Information regarding employment opportunities in this occupational field needs to be known and reported to vocational educators.
10. Further study of this training problem needs to be encouraged. Studies and research in this field should be cooperatively undertaken and sponsored by the National Safety Council, the American Vocational Association, the Vocational Division, U. S. Office of Education, the American Automobile Association and others associated with the industry●



# the BULLETIN BOARD

## driving a sewing machine . . .

Seventh grade boys and girls are developing safe driving habits through sewing in a Chicago public school. Their teacher told her students: "Driving a car is much like driving a sewing machine. An electric sewing machine requires the same type of attention as a car. You don't start the 'engine' without consideration of how or where you are going. Reckless 'driving' will result in accidents and failure. You must know what makes the 'car' go and how to control its performance. Will you be able to meet the requirements for a driver license some day?"

The teacher, Selma Jacobson, said the students were eager to prove they would someday be good drivers. Their "driving" tests included: driving at various speeds, controlling starts and stops, being on the alert for sudden stops, avoiding "holes" in the road, driving backward and forward, slowing down for corners, driving around the "park," keeping on the road and avoiding damaging property.

As Miss Jacobson put it, "I have had the opportunity to stress safety on the road, the dangers of 'goofing off' with the car, and I feel certain that I have awakened a real interest in their becoming good automobile drivers when the time comes."

\* \* \*

## leadership conference recommends . . .

At the Leadership Conference of the Mississippi Education Association, participants included three pertinent suggestions in the *Recommendations*:

"1. Safety education is not receiving proper emphasis in our schools. (a) People in every period of history have had safety problems. Present day statistics on auto accidents alone show us that the practice of rules of safety are necessary for survival. (b) There is a need to become safety minded as a way of life. Safety education should be taught from the first grade through the graduate level.

"2. Driver education should be made available to high school students prior to the age when they receive a driver license.

"3. The driver education program should be financed through regular channels—through the school budget. Outside help is not desirable."

\* \* \*

## youth gives subscriptions . . .

A club of 115 high school students in Albuquerque, N. M., presented subscriptions to *SAFETY EDUCATION* magazine and *Traffic Safety* magazine to their school library, their city public library and the North Valley branch of the public library.

This donation was the January project of the Valley High School Safety Association, headed by president Virginia Kidd. The group is sponsored by Ray Martinez, driver education instructor and president-elect of the New Mexico Driver and Safety Education Association.

\* \* \*

## sophomores want to learn . . .

Nearly half of the students in 1958 driver education classes were sophomores, according to the American Automobile Association. This was a decided shift in grades from 1951. AAA reported:

School Grade	1951	1958
9th—Freshman . . . . .	17.9%	12.3%
10th—Sophomores . . . . .	17.2	46.7
11th—Juniors . . . . .	30.6	28.0
12th—Seniors . . . . .	34.3	13.0

\* \* \*

## teacher evaluation . . .

In evaluating a teacher's work a number of positive factors should be considered, according to E. A. Curry, supervisor of industrial arts, Detroit, Mich. And one of the areas he listed in the *American Vocational Journal*, Jan. 1959, was:

"*Safety Program*. This should include general instruction—instruction on the safe use of each tool and machine, safety tests, the intelligent use of a student safety engineer—and safety posters . . . give first aid intelligently, take precautions against fire, record accidents, have pupils sign a competency statement for each machine."



## National Accident Fatality Toll

	1958	1957	Change
ALL ACCIDENTS .....	91,000	95,307	-5%
Motor-Vehicle .....	37,000	38,702	-4%
Public non-motor-vehicle .....	16,500	17,500	-6%
Home .....	27,000	28,000	-4%
Work .....	13,300	14,200	-6%

Note: The motor-vehicle totals include some deaths also included in work and home. This duplication amounted to about 3,200 in 1957 and 3,300 in 1956. All figures are National Safety Council estimates, except the 1956 all accident and motor-vehicle totals, which are from the National Office of Vital Statistics.

**T**HE 1958 accident death total was approximately 91,000, about 5 per cent less than the 1957 toll of 95,307. Disabling injuries numbered about 9,100,000, including 340,000 which resulted in some degree of permanent impairment—ranging from partial loss of use of a finger to blindness or complete crippling.

The trend from 1957 to 1958 was generally down. Deaths from work and public non-motor vehicle accidents decreased 6 per cent while home and motor-vehicle deaths went down 4 per cent.

The death rate in 1958 per 100,000 population was 52.5—the lowest rate on record. The next lowest rates are 55.9 for 1954 and 56.0 for 1957.

Accidents were the fourth most important cause of death, exceeded only by heart disease, cancer, and vascular lesions of the central nervous system.

Accidents were the leading cause of death among persons 1 to 36 years old (according to the latest detailed information, 1956). Among males alone accidents ranked first from age 1 to age 37.

Accident types that were most important in 1958 were motor-vehicle accidents and falls with 41 per cent and 20 per cent, respectively, of the death total. Fire burns and injuries associated with conflagrations caused 7 per cent of the deaths, and drownings another 7 per cent.

**Deaths by Age Groups:** Decreases in death occurred in the older age groups according to preliminary reports, with the largest decreases in the 25-44 and 45-64 groups. The two younger age groups, 0-4 and 5-14 showed increases of 200 and 100 deaths respectively.

Age Group	1958	1957	% Change
0-4 .....	2,000	1,785	+12%
5-14 .....	2,700	2,604	+4%
15-24 .....	8,400	8,667	-3%
25-44 .....	10,100	11,230	-10%
45-64 .....	8,100	8,545	-5%
65 and over.....	5,700	5,871	-3%
Total .....	37,000	38,702	-4%

### All Accidents

Killed—91,000, 5 per cent down from 1957.

Injured—9,100,000.

Cost—\$11,900,000,000. Includes wage loss, medical expense, overhead cost of insurance for all accidents; interrupted production schedules, time lost by workers other than the injured, etc., due to work accidents and property damage in traffic accidents and fires.

Deaths of children under 5 years numbered approximately 6 per cent more than in 1957. Among children 5-14 years old, the death total was down 4 per cent. Changes in adult groups were: 15-24 years, down 1 per cent; 25-44 years, down 9 per cent; 45-64 years, down 5 per cent; 65 years and older, down 6 per cent.

Fatal falls numbered about 10 per cent fewer than in 1957—18,500; burns went up 4 per cent to 6,500. Drownings were down 5 per cent at 6,300. Fatal firearms accidents went up 3 per cent to 2,450.

The 1958 death rate per 100,000 population was 52.5.

### Home Accidents

Killed—27,000, down 4 per cent from 1957.

Injured—4,000,000.

Cost—\$900,000,000.

Decreases occurred in four out of six age groups. The largest proportionate decrease was in the 5-14 year group.

There was no change for the 15-24 year age group. Deaths in the 0-14 year group increased.

Falls caused nearly one-half of the deaths; burns, one-fifth; all other types, only one-third.

Over half of those killed were persons 65 years old and older. More than a fourth were children under 15 years. The remaining fifth were persons 15 to 64 years old.

### Motor Vehicle Accidents

Killed—37,000, 4 per cent down from 1957; 1,700 less deaths. Vehicle mileage total rose 3 per cent, bringing the death rate to 5.6—an all-time low.

Injured—1,350,000.

Cost—\$5,400,000,000, includes wage loss, medical expense, overhead costs of insurance and property damage.

A fourth of the deaths, 9,600, were from accidents in cities and towns with more than 2,500 population; three-fourths, 27,400, from accidents in rural areas and towns under 2,500 population.

There were approximately 7,800 pedestrian deaths, a drop of 1 per cent and 29,200 non-pedestrian deaths, a 5 per cent decrease.

### Work Accidents

Killed—13,300. This was 900 less than the 1957 total.

Injured—1,800,000, nearly 100,000 down from 1957.

Cost—\$3,850,000,000. Includes cost of interrupted production schedules, time lost by workers other than the injured, wage loss, medical expense and the overhead costs of insurance.

Total all-industry employment was about 3 per cent less than in 1957.

### Public Accidents

(Not Motor Vehicle)

Killed—16,500.

Injured—2,050,000.

Cost—\$800,000,000.

Decreases occurred in all age groups except in the 15-24 year group which remained the same.

There were sizeable decreases in falls, drownings and burns. There were increases in firearms and water transport accidents.

APRIL 1959

## LOWER ELEMENTARY SAFETY LESSON

### PLAYING IN SAFE PLACES



S-1391-A



Jamie saw a sign on the way to school. It said, "Danger, Do Not Enter." John wanted to know where she saw it. "In front of an old building," said Jane. Someone asked, "Why shouldn't you go in?" Everyone had ideas about that. "It might fall down on you." "There might be holes in the floor." The children had so many ideas that the teacher made a list of places and why they might be dangerous. Here is the list:

#### Dangerous Places—What Might Happen

1. *Caves or Tunnels*

"You might get lost."

"It might cave in on you."

3. *Cliffs or High Banks*

"You might slip and fall."

"The sides might crumble and fall on you."

2. *Climbing Trees*

"A limb might break off."

"You might fall getting down."

4. *Junkyards or Dumping Places*

"You might cut yourself on something sharp."

"You might step on a rusty nail."

"There might be an old refrigerator."

You might lock yourself in. This is *very dangerous*."

*Can you add to this list? Tell what might happen if you play around these dangerous places. Talk with your mother and father about dangerous places near your home.*



Published by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; lower prices for larger quantities. Minimum order ten copies. For information, write the Council, Membership Department.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill., past general chairman, Elementary School Section, National Safety Council.

## NO TRESPASSING

What does this sign mean?  
It means you should stay out.

Why?  
You might destroy property.  
It might be dangerous.  
There might be an ugly animal there.  
Hunters might be shooting there.  
There might be trucks or heavy machines moving around.  
A train might be coming.

When we take cut-offs we are *trespassing*.  
This can be dangerous.  
Some places are especially dangerous:



Never cross on railway bridges.  
Do not walk on railway tracks.  
High piles of straw or sawdust are not safe.  
*Why do you think we have these rules?*

## A SAFETY CLUB

Do you like to hike with your friends?  
Do you go hiking without grown-ups?  
This is a kind of adventure, isn't it?  
To be safe you might have a *Safety Club*.



You could make rules like these:

1. We will not go into deep holes or caves.
2. We will stay out of old buildings.
3. We will not climb dangerously high places.
4. We will read and obey all signs.
5. We will use good judgment.

Members of the club would have to promise to follow these rules.

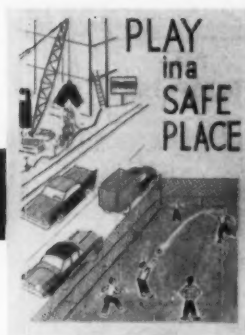
Now we can play away from home.  
We can have fun and be safe too.

Draw pictures of dangerous places you know about.

*(Teacher: Post various "Danger" signs about the room. Practice reading them.)*

## UPPER ELEMENTARY

## SAFETY LESSON



S-1391-A

## SAFE PLAY IN SAFE PLACES

Do you like adventure? Do you like to explore strange places? Do you like to hike through fields or woods and pretend you are on an expedition of some kind? If so, you are like most boys and girls.

Sometimes adventures can be dangerous. It is well to know about possible dangers. It is good to have a few rules of safety and good judgment to follow. Then our fun won't be spoiled by an accident.

Let's see what some of the dangers are. Then we can make up our own safety rules for each one.

*Here is a list of activities which can be fun. And here is a list of questions about the danger of the activity. Draw a line from the activity to every question which applies. One question can apply to more than one activity.*

- |   |  |
|---|--|
| <i>Exploring</i> — Caves, tunnels, pits.                  | Is there danger of being buried?                       |
| <i>Climbing</i> — In trees.                               | Are the limbs strong enough to hold us?                |
|   | Might we have trouble getting down?                    |
|   | How high can we safely climb?                          |
| <i>Climbing</i> — On cliffs.                              | Might we get lost if we go too far?                    |
|   | Will it possibly cave in on us?                        |
|   | Are there deep holes containing water?                 |
| <i>Playing</i> — On piles of sawdust, straw, scrap metal. | Is it strong enough to hold us?                        |
|   | How many will it safely hold?                          |
| <i>Digging</i> — Holes, tunnels                           | Should we have a grown-up inspect it before we use it? |
|   | Are the sides so steep as to be dangerous?             |
|   | Might we slip on loose dirt or rocks?                  |
|   | Can we get down as easily as we get up?                |
| <i>Building</i> — Tree houses, bridges, slides.           | If we dig deep, will it cave in on us?                 |

*Flying kites:* A kite string, if wet or if made of wire or tinsel, will conduct electricity from a storm cloud. It could give you a severe electric shock. Also, kites should never be flown where there are wires carrying electric power.

*Strangers:* When hiking in woods or along highways, we may encounter strangers. A good rule is never to accept rides, candy or offers of jobs. Also, keep with the other children in your group.



Published by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; lower prices for larger quantities. Minimum order ten copies. For information, write the Council, Membership Division.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill., past general chairman, Elementary School Section, National Safety Council.



## SIGNS FOR SAFETY

These signs mean exactly what they say. Mostly they mean to warn us of danger. Sometimes they are posted on private property, and we may cause damage if we enter. It is illegal to enter (trespass) on private property, and we should stay away for that reason.

Here are some "Danger-Keep Out" or "No Trespassing" kinds of places. Copy them onto the blackboard or a piece of paper. After each one write the kinds of dangers that you might encounter if you trespassed. Are any of these dangers near where you live? If so, tell where they are.

New buildings under construction. \_\_\_\_\_

Old buildings no longer occupied. \_\_\_\_\_

Bridges, tunnels. \_\_\_\_\_

Railway trestles or viaducts. \_\_\_\_\_

Railway switchyards. \_\_\_\_\_

Junkyards or dumping grounds. \_\_\_\_\_

Pastures and fields. \_\_\_\_\_

Target shooting areas. \_\_\_\_\_

Gravel pits (especially those with water). \_\_\_\_\_

Have you made your list? What can we do to remind ourselves and others to read signs and obey them? To follow safety rules and to use good judgment?

We might have a safety club or explorers club and make up safety rules to follow on hikes and expeditions. We might make up some limericks like the ones below for our school paper.

### Safety Jingles

Higher and higher climbed Archibald Krupp,  
But he came down faster than he went up!

\* \* \*

The sign said, *Danger, Do Stay Away*,  
But Georgie fell in, and I fear he will stay.

\* \* \*

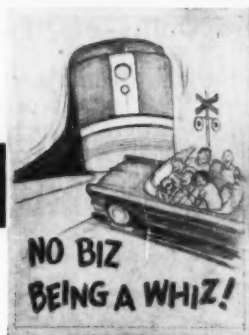
Here in a cast, sits Jackie Hines,  
He never did believe in signs.



APRIL 1959

## JUNIOR HIGH SCHOOL

### LIFE SAVERS



S-1392-A

## SAFETY LESSON

#### Little Shaver Savers

In Duval County, Florida, the following list of safety rules was sent to parents of 20,000 Duval school children in a concentrated effort to keep bicyclists and pedestrians alive and well.

1. Note and obey the traffic regulations in your community.
2. Ride always on the extreme right of the road.
3. Ride single file—one person per bicycle. Do not tow.
4. Give the right of way to vehicles and pedestrians at intersections, driveways and before entering the street.
5. Dismount and walk bike across heavily traveled streets.
6. Learn to use correct signals for turning. Keep both hands on the handlebars except when signaling.
7. Always carry books and parcels in basket.
8. Do not hitch rides on moving vehicles.
9. At night wear white clothes. Have a white light in front and a red light at the rear of your bicycle.
10. Keep your bicycle in good condition—brakes, steering, tires and handlebars. Be sure it is the proper size wheel for the rider.
11. Park your bicycle in a safe and proper place.
12. Get off the street when you hear a siren.
13. Have a bell or horn on your bicycle.

#### Pedestrian Rules

1. Carry or wear something white at night to help drivers see you.
2. Cross only at crosswalks. Keep to the right in the crosswalk.
3. Before crossing—look both ways. Be sure the way is clear before you cross.
4. Cross on proper signal.
5. Watch for turning cars.
6. Never go into the roadway from behind parked cars.
7. When there is no sidewalk and it is necessary to walk in the roadway, walk on the left side facing traffic.

#### Group Planning

As a homework project, develop a list of bicycle and pedestrian safety rules. Write these rules in clear, concise English. Ask your parents to help you think of safety rules.

When everyone has completed his list, divide the class into five or six groups. Each group should combine all the best rules of each list into one list.

Appoint a discussion leader and a recorder. The discussion leader will then call on each group to read the final list. The recorder will write all the rules on the board, avoiding duplication where necessary.



When all groups have reported, and the recorder has written the "master list" on the board, discuss each rule to make sure it is well expressed. Perhaps class discussion will bring out some new safety rules which can be added to the list.

Think of an interest-catching heading for your safety rules. In addition, perhaps some students can think of border drawings to help catch the reader's interest.

Get your list typed, and have the student-artists work out the suggested art ideas.

Ask your principal if you may send the proposed list to the school superintendent with a letter proposing that the list be mimeographed and sent to parents in your school district.

If the cost of mailing, ditto paper, and stencils is too much for the school budget, check with your local safety council and civic organizations for financial aid.

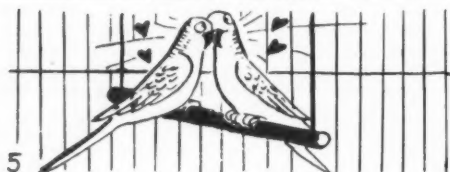
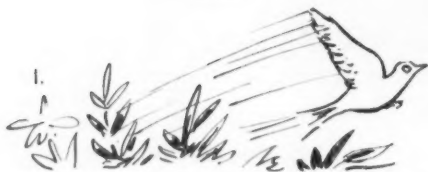
When your project is underway, write a letter to your governor and describe your project—enclosing a copy of the safety list.



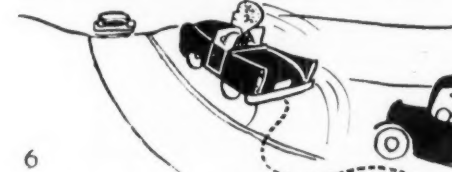
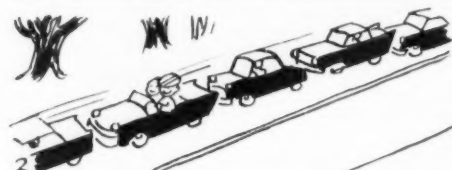
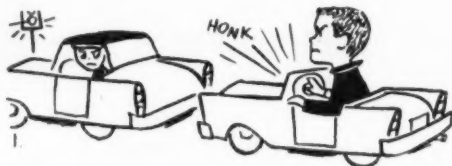
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Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

## A



B



## SAFETY EDUCATION



S-1392-A

APRIL 1959

## SENIOR HIGH SCHOOL SAFETY LESSON

### Teen-age Drivers

#### You're in this Group!

The poster picture above portrays a dangerous situation. You probably have seen some teen-agers violating safe driving practices—other people have seen these violations too. It's one of the failures of human nature to judge a large group based on the actions of a few in that group. Have you heard some adults say that teen-agers should not be allowed to drive? How do you react to such a statement? Is it justifiable, or is it based on a few instances rather than on a representative sampling of the teen-age group?

#### React to Reactions

In the October, 1957 issue of *McCall's* magazine there are two articles that describe the reactions of two people to the automobile accident menace. One article is by John Steinbeck entitled, "D for Dangerous." The second article is by Elizabeth

Pope and is entitled, "Are Teen-agers the Worst Drivers?"



Three girls and three boys should read Elizabeth Pope's article and be prepared to report to the class on what the authors had to say concerning teen-age driving. The reporting group should read carefully and take notes. Look

for specific answers to the following questions:

1. According to the National Commission on Safety Education, what age group makes up the most dangerous drivers in the U.S.?

2. What is the trend in regard to the number of young drivers—at present, in 1960, and in 1965?

3. What does a spokesman for Nationwide Insurance Co. think of the "young driver" problem?

4. How do young girl drivers compare with young male drivers?

5. What does the A.A.A. and independent safety experts believe concerning the value of driver education programs?

6. What states *require* all high schools to offer driver education programs?

7. At what rate are our young people dying in automobile accidents?

After the group has reported on Elizabeth Pope's article, discuss the automobile accident problem in terms of what you can do about it. Do percentages in regard to the "worst" or "best" group of drivers really mean anything? Isn't it more important to try to reduce accidents?

Now read John Steinbeck's article. Do you think his idea is a good one? What advantages or disadvantages do you see in his plan?

#### You Can Help

Each of you has a responsibility to help cut down on accidents. Are you interested in improving the reputation of your group, in reducing insurance rates, in saving lives? Start now by finding out about Teen-Age Driving Clubs and Rodeos. Write to your state safety council for free information on these activities.

#### Prevent Single-Car Accidents

Much emphasis has been placed on traffic accidents involving the mistakes made by two or more drivers. Many accidents occur, however, because of lack of thought by one driver. Listed below are situations which require some real safety-thought on your part. List, in the spaces provided, at least three safety-checks you should think of for each situation. A hint is given in each case.

A. You are preparing to take a three-day automobile trip. Before you start make sure that:

1. clothes storage \_\_\_\_\_
2. discarded facial tissues \_\_\_\_\_
3. school stickers \_\_\_\_\_



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Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

B. You are driving behind a truck loaded with gravel. You should keep a safe distance behind it because:

1. vibrations of truck \_\_\_\_\_
2. railroad tracks \_\_\_\_\_
3. truck brakes \_\_\_\_\_

C. You are driving well within normal speed limits, when you see a sign, "Slow—Road Under Water Ahead." The water is not high enough to cause a detour, but you should remember:

1. road condition \_\_\_\_\_
2. water and your steering wheel \_\_\_\_\_
3. traffic after going through water \_\_\_\_\_

Answers: (A) 1. Don't obscure vision by having clothes hanging over windows—it's better to have wrinkled clothes than a windshield tender or leg. 2. Check ash trays for discarded facial tissues—a fire in the car is a hazard to your steering. 3. Don't let school stickers impair your vision.  
(B) 1. Vibrations of truck will cause loose gravel to fly off and hit your windshield. 2. Railroad tracks will jar the truck so you will get a shower of gravel. 3. Air brakes will stop a truck suddenly. Even if you can stop in time—more gravel hits your windshield.  
(C) 1. The road may have a deep hole under the water. 2. Hitting water too rapidly can cause the steering wheel to be jerked from your hand. 3. After going through water, check your brakes—chances are they're wet and won't hold. Therefore, drive slowly or park until the brakes are dried out.

### Assembly Project—Listening and Safety



Plan an assembly program that dramatizes the need for safe driving practices. This program can be presented in such a way that the audience *listens* to rather than *sees*—the program. Here's how it's done.

1. A narrator appears in front of the closed curtains and explains the program to the audience. The explanation should not be lengthy or "give away" the program. The narrator should emphasize that the program depends entirely upon the audience's listening ability.

2. Behind the curtains, there should be two sets of students, A & B, one at each end of the stage—to produce sound effects and dialogue.

3. Group A will represent a double date in a car going to some destination via "Randolph's Hill." (substitute the name of a local dangerous hill if possible).

4. Group B will represent a truck driver and companion coming from the opposite direction via "Randolph's Hill."

5. Write a script building up to the climax when the driver for Group A gets impatient staying behind a slow-moving truck, going up "Randolph's Hill," and decides to cross the solid center line to "save time." As he pulls out and is passing, the truck (Group B) suddenly appears on the top of the hill. Be sure to have good sound effects and dialogue for both groups.

6. Head on collision! Tires and brakes squealing, screams of terror, glass breaking, metal crunching.

7. Complete silence for ten seconds after the crash.

8. Narrator appears before closed curtains and asks the audience to participate in a "listening experiment." Play a popular record for just 20 seconds. Narrator announces that the time it took to listen to the record is equal to the time the driver would have saved by taking a chance—IF he had made it.

9. Narrator asks again for audience to participate in another listening experiment—dead silence for one minute. Then the narrator announces, "For the last 60 seconds you have heard what the driver heard—nothing—he was killed."

10. Follow up with short talks by one or more of the following:

A. Student in driver education class—on topic of economy of driving safely—fuel costs, brakes, oil consumption, tires, hospital bills, etc.

B. State trooper or highway patrolman relating some grim accidents he has witnessed.

C. Parents of a student hurt or killed in an accident.

Continue your efforts for improved auto safety in your area. You may be saving the life of your girlfriend or boyfriend, or a member of your family.

By Clarence Beavers

# Eye Protection Program

in college industrial shop  
saves vision, instills attitudes.

**I**F YOU were to go to the industrial education shops at Iowa State College, you would see large signs over the doors which read, "Eye Protection Must Be Worn At All Times." This is one of the first complete eye protection programs in industrial education shops in the state of Iowa.

A complete eye protection program had been under consideration here for some time—mainly because of the thousands of eye accidents yearly in the United States. For another reason—if industrial education is an interpretation of industry, certainly an ideal of teaching would be to instill eye safety consciousness in our prospective teachers, who will instruct many future industrial personnel.

The problem was brought to immediate attention by two accidents. The first occurred to a senior in the machine shop. Wearing plastic eye shields which were scratched and discolored so that vision was not as clear as it should be, the student raised the shields to inspect a metal lathe turning when a metal chip flew up lodging in his eye lid, fortunately causing only temporary loss of vision. The other accident occurred in the woodworking shop where a student was struck above the eye by a woodturning thrown from the lathe. His plastic face shield furnished only partial protection.

These two accidents pointed up the fact that eye protection equipment, to be effective, must provide clear vision, complete safety and comfort to the wearer.

Clarence Beavers, graduate student in industrial education, Iowa State College, Ames, Iowa, presented this paper at the College's Industrial Education Conference, April, 1958.

Under the direction of Prof. Lowell Carver, head of the industrial education department, instructors and students discussed the value of an effective eye safety program during the summer and initiated it in the fall.

All students, instructors and visitors are required to wear a type of eye protection (which would meet federal specifications for eye protection equipment) at all times in the shops. In addition, for welding, brazing and grinding, special equipment is worn over the individual's safety glasses.

The immediate problem was: Could we get the equipment which will meet federal specifications at a price the student can afford to pay?

Through the work of Carver and the staff, in co-operation with the college purchasing department, a local firm agreed to furnish safety glasses to federal specifications: plain glasses, fitted with carrying case at \$2.95 or prescription lenses at approximately \$10 with a doctor's prescription.

Each student buys his own safety glasses and is fitted at that time—a factor important to the comfort of the wearer. The industrial education department furnishes each with an authorization slip to assure that the glasses are for an industrial education student. Also the department keeps safety glasses for visitors on hand.

Some of the anticipated problems which arose were handled in this manner:

1. Some students forgot to bring their safety glasses to class. For these the department keeps a few of the larger, less comfortable type on hand. Once or twice is enough to remind the student to bring his own.
2. A few students stated that they never have worn glasses and are most uncomfortable wearing safety glasses. Our hope is that time will take care of this type of complaint.
3. A few students feel the cost and trouble of procuring the glasses are not worth the effort. The facts furnished by the National Safety Council and the National Society for the Prevention of Blindness indicate that the loss of an eye is beyond compensation.

The values of the program are simple and clear cut: it protects vision, increases visual efficiency by correcting defective vision and instills the ideal of safety consciousness in our prospective teachers and industrial personnel ●



## Combat Mental Illness

WHEN one thinks of mental health, one usually thinks of adults. But the truth is that about 4,000 youngsters are admitted to state mental hospitals yearly. More than 200,000 receive treatment every year in mental health clinics. Yet the majority receive no treatment.

Fortunately, mental illness is no longer hopeless. For the first time in history, mental hospital population is decreasing. Seven out of 10 mental patients recover, given adequate treatment. Many hospitals are adopting an "open door" policy whereby mental patients have as much freedom as other hospitalized persons.

However, these encouraging facts leave no room for complacency, according to the National Association for Mental Health, sponsors of Mental Health Week, April 26 through May 2. The gains are real—but small. At the present rate, one out of 10 children will need to go to a mental hospital sometime in his life because of severe mental illness. Unless improved care and treatment are extended to all mental patients, hundreds of thousands will be without help.

Teachers and administrators can do their part in helping young people in need. With early detection and treatment, these children

can grow up to healthy, productive citizens.

Teachers should be aware of the 10 safety signs of good mental health and be alert to a child lacking these attitudes:

1. A tolerant, easy-going attitude toward self and others.
2. A realistic estimate of one's abilities—neither underestimating nor overestimating.
3. Self-respect.
4. Ability to take life's disappointments in stride.
5. Liking and trusting other people and expecting others to feel the same about oneself.
6. Feeling a part of a group and having a sense of responsibility to one's neighbors and classmates.
7. Acceptance of one's responsibilities and doing something about one's problems as they arise.
8. Ability to give love and consider the interests of others.
9. Ability to plan ahead and set up realistic goals.
10. Putting one's best efforts into a task and getting satisfaction from it●

## The President Died Yesterday

THE president died yesterday. He was 18 years old.

The world will never honor the shrine erected to the memory of this man who would have led humanity to lasting peace and international understanding.

And we who are left behind ask, "Why?"

The habit of practice and more practice, careful coaching and teaching was an essential and integral part of his life—in his schoolwork, in religion and in play.

Of course, these things were taught in part by his parents, but they recognized that he should have training by experts—by others more qualified. They recognized that these teachers were essential to give this bright-eyed

lad the type of help and direction which would lift him out of mediocrity.

And the driving of an automobile? I guess no one thought of that. He patterned his driving on what he saw others doing—people like his dad, who never had an accident. Don't know why he didn't because sometimes he drove a little fast and sometimes he just slowed down for a stop sign. And he had been known to pass another car at an intersection. Not really bad driving. Never had an accident.

The lad made only one mistake. He did not have his dad's good luck. He had an accident.

The president died yesterday. He was only 18 years old.

—THE RECORD

## Rising Costs Force Council Prices Up

**S**HARP increases in costs during the past two years have led the Board of Directors of the National Safety Council to authorize an increase in membership dues, materials' prices and Congress exhibit space rentals. The increase was recommended to the Board by the Finance Committee following a detailed study of the Council's overall financial situation. The Committee decided that for the Council to maintain and improve the level of service to its members a 10 per cent increase in dues and materials would be required.

During the period 1951 to 1956 the Council absorbed mounting costs without increasing dues or the prices. In mid-1956, the Board voted a 15 per cent increase, but at the same time established a 10 per cent discount to members. Thus the net increase in member prices since 1951 has been only 3.5 per cent.

Since 1956, the Council's publishing and distribution costs have climbed as much as 20 per cent:

—Paper

Up 20%

—Printing	Up 11%
—Postage	Up 17%
—Express Rates	Up 20%
—Art Costs	Up 16%
—Editorial Costs	Up 12%
—Office Handling Costs	Up 12%
—Overhead Costs	Up 8%
—Weighted average of costs, of publications and merchandise	Up 12%

If the Council is to continue its services and program, it must now augment its income from four sources: (1) membership dues, (2) sale of materials, (3) sale of Congress exhibit space, and (4) sale of advertising space.

At its October 1958 meeting, the Board approved a 10 per cent increase in advertising rates. At its January 1959 meeting, the Board authorized other increases:

- Rental rates for booth space, beginning with the 1959 National Safety Congress and Exposition, will be increased 10 per cent.
- Membership dues will be increased approximately 10 per cent effective May 1, 1959.
- Cost of Council materials will be increased approximately 10 per cent March 1, 1959●



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HYDRAULIC BRAKE DUAL CONTROL  
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## Savings!

First cost is your last cost.  
Fits all cars including those with power brakes, easily transferred year after year without alterations.

## Safety!

Allows instructor plenty of leg room—no fumbling for pedal. Each pedal operates independently. Positive hydraulic application. No bars or cables to confuse the student. No disturbing noise, rattles or squeaks. Safety ignition cut-off switch provided.



## Satisfaction!

Now completely accepted in high school and commercial driver training programs.

## Send Now!

Order Hydramite for your school now. Complete with approved automotive fittings and easy installation instructions, \$40.

# Fire, Traffic, Other Hazards To Be Discussed at MSU

**T**HE increasing problems of college fire prevention and protection, traffic control and student mass behavior will be discussed at the Sixth National Conference on Campus Safety.

Experts in the major areas of college and university safety will meet at Michigan State University's Kellogg Center April 27 through 29. They will see safety programs in action and gain an insight into the workings of the university's Highway Traffic Safety Center.

The controversial subject of the proper place in the college structure for safety responsibility will be the keynote speech by Lowell B. Fisher, president, North Central Association of Colleges and Secondary Schools and vice-chairman, National Safety Council Board of Directors.

The problem of mass student disturbances will be looked at both from the college admin-

istration and the student viewpoints. Recommendations will be made for preventing and controlling irresponsible behavior resulting in injuries, property damage and bad publicity.

Designing campuses to eliminate traffic safety problems—lack of adequate parking, roadway and pedestrian facilities—will be given considerable attention. A full morning session will be devoted to techniques for maintaining fire protection equipment and demonstrations which can be used in fire prevention education.

The operation of a poison control center and related problems of accidental poisoning and its prevention will be explained by C. W. Muehlberger of the Michigan Department of Health and Dr. Mark W. Dick of the Butterworth Hospital Poison Control Center, Grand Rapids, Mich.

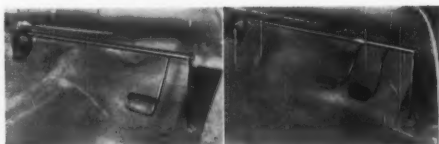
Technical discussions will include prevention and removal of radioactive contamination, chromatography and local ventilation. Lighting and vision as related to laboratory safety will be the subject of Floyd Sell, the Detroit Edison Co.

Emphasis will be placed on safeguards in handling flammable liquids by Howard Snyder, the Dow Chemical Co., while Howard Fawcett, General Electric Co. Research Laboratory, will give a visual presentation on chemical booby traps, including amateur experimentation.

The important function of the Underwriters Laboratories in fire and accident prevention will be summarized by Norman H. Davis, Jr. The virtually unknown area of costs of college employee accidents will be the topic of Professor Rollin H. Simonds, Michigan State University. Russell DeReamer, manager of safety, IBM, will point up the important role of the supervisor in attaining safety and will give his views on the value of safety committees. Yale University's Lincoln H. Lippincott will tell how to get values out of accident prevention.

Complete information about the conference can be secured from Norman V. Steere, assistant director of safety services, Michigan State University, East Lansing, Mich. ●

## DUAL CONTROLS FOR DRIVER TRAINING CARS



For automatic transmission

For standard transmission

- SAFE for student and instructor because of lower pedals. Instructor and student operate in a relaxed, normal driving position. Even after a full day of teaching, instructors remain safely alert.

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- Money back guarantee is your assurance of lasting satisfaction.

- Easy installation is possible for anyone with absolutely no damage to the car.

- Fast delivery—shipments made same day order is received.

1. Give make, model and year of car.

2. Indicate whether standard or automatic transmission.

3. Number of units required.

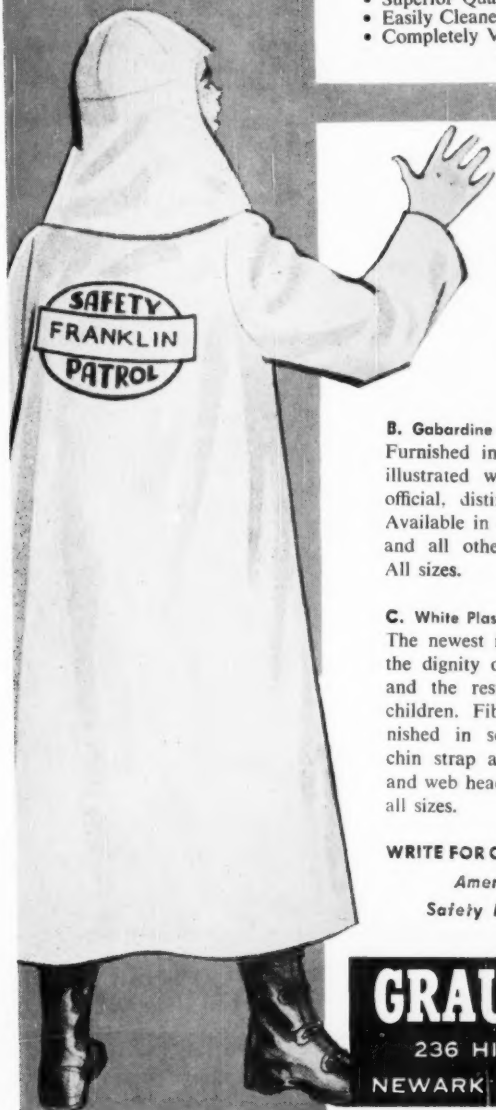
4. Enclose check for full payment, or school purchase order. Automatic transmission, \$25.00; standard transmission, \$30.00. Shipments by Railway Express, F.O.B. Detroit unless otherwise requested. (3% sales tax for Michigan purchases.)

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Safety and GRAUBARDS' have always been synonymous. We here at GRAUBARDS' consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Pictured here are just a few of these many articles. Let us help you enforce traffic rules in your home town and school!

## High Visibility All Rubber Raincoat Sets

Available in *WHITE, YELLOW and BLACK*. Personalized with your School or City Name as illustrated or with Insignia of Lions, Kiwanis, Rotary, Legion, and others.

"Approved for complete rain protection by Safety Councils, Auto Clubs, School Authorities, Police Depts., P.T.A. and Civic organizations throughout the Nation."

- 100% American Rubber
- Superior Quality
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- High Visibility
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- Absolutely Waterproof
- Suitable in All Seasons
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Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid. All sizes.



A. Overseas Caps No. 80

### B. Gabardine 8-Point Caps No. 70

Furnished in eight point style as illustrated with strap. Gives an official, distinctive appearance. Available in navy blue from stock and all other colors on request. All sizes.



B. Gabardine 8 Point Caps No. 70

### C. White Plastic Helmet No. 90

The newest item in assuring both the dignity of the patrol member and the respect of the younger children. Fibre plastic helmet furnished in solid white, including chin strap and adjustable leather and web head band. Adjustable to all sizes.



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# 3

## SAFETY EDUCATION FILMS

An aid to building sound safety attitudes in your high school and pre-high school age students.

Covering major safety problems of the high school age group, and featuring 'teenage' actors in 'teenage' situations, these dramatic lessons in safety sense are presented with sound, color and motion to capture and hold audience interest. By combining entertainment and education they teach without preaching, striking at the thoughtless, unsafe acts which too often bring tragedy into young lives.



### SIX MURDEROUS BELIEFS

Six vignettes which tear down the improper attitudes which can lead to accidents. Such beliefs as 'safety is for sissies,' and 'accidents happen only to the unlucky,' are held up to a mirror of logic and reflected in all their foolishness.

### NOONTIME NONSENSE

Covers the problem of reckless, irresponsible, lunch period driving. Shows how the students themselves, at a typical high school, stamped out the 'car tag,' racing, and swerving at pedestrians, which had become cause for concern to parents and teachers.

### YOU'RE IN CHARGE

A film about baby sitters—who hold the safety of human lives in their hands. It shows the precautions that a careful sitter must take, as well as describing the explanations and information that conscientious parents must give to the sitter.

All available in 16 mm sound and motion, black and white or color. Running time 12½ minutes.

**BLACK & WHITE  
COLOR**

**Single print  
price each**  
\$48.00  
\$95.00

**Complete set  
(all 3 films)**  
\$130.00  
\$260.00

**Single print  
rental price each**  
\$6.30  
\$12.50

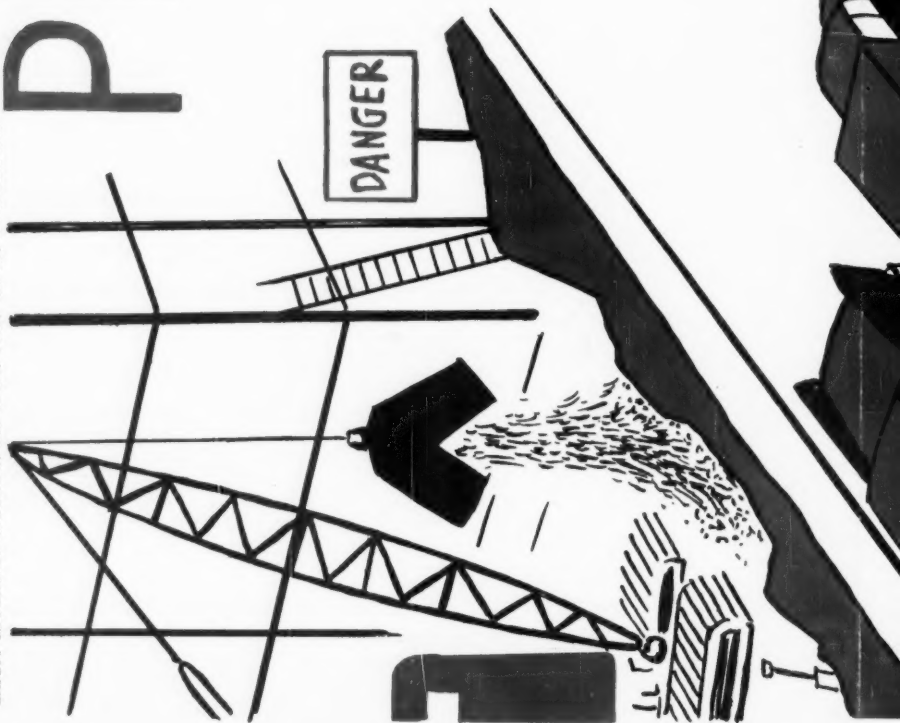
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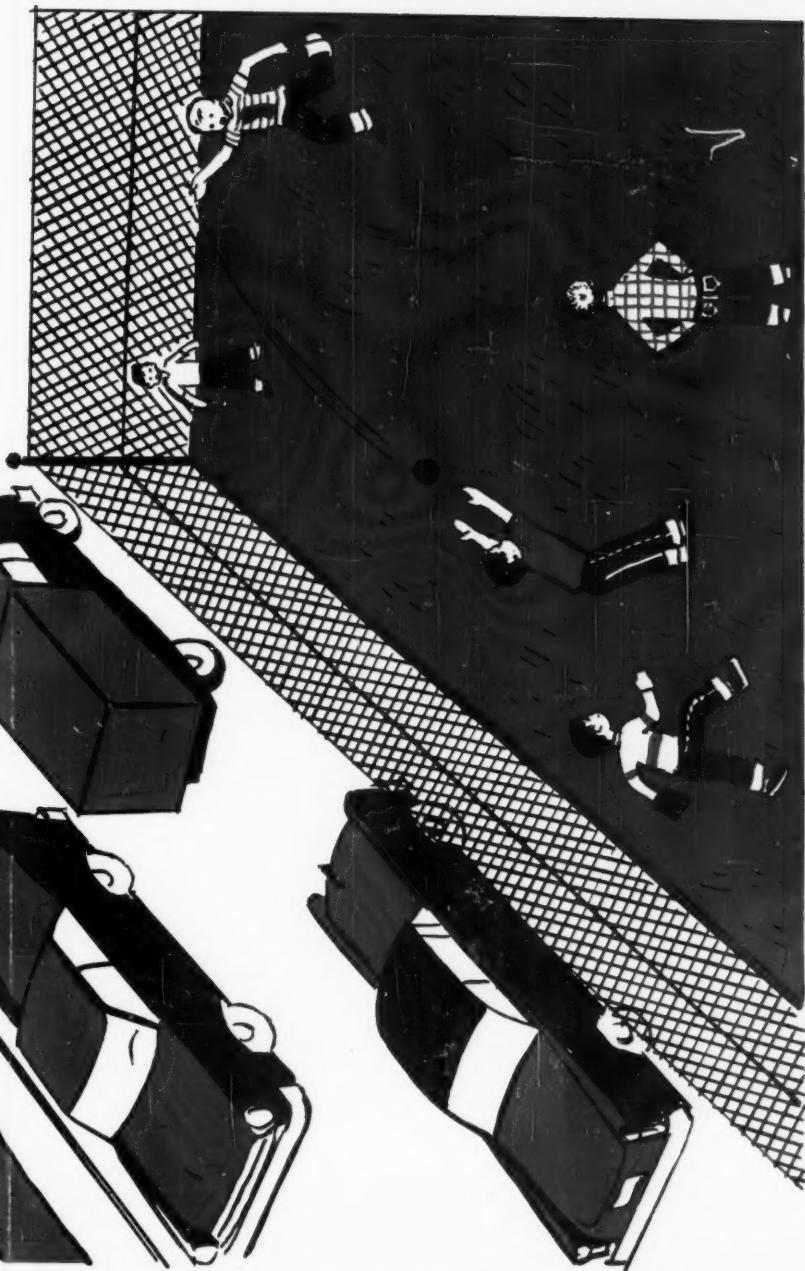
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SAFETY EDUCATION CHICAGO, ILL. APRIL 1959, Vol. 38, No. 8 Section 2

# PLAY in a SAFE PLACE

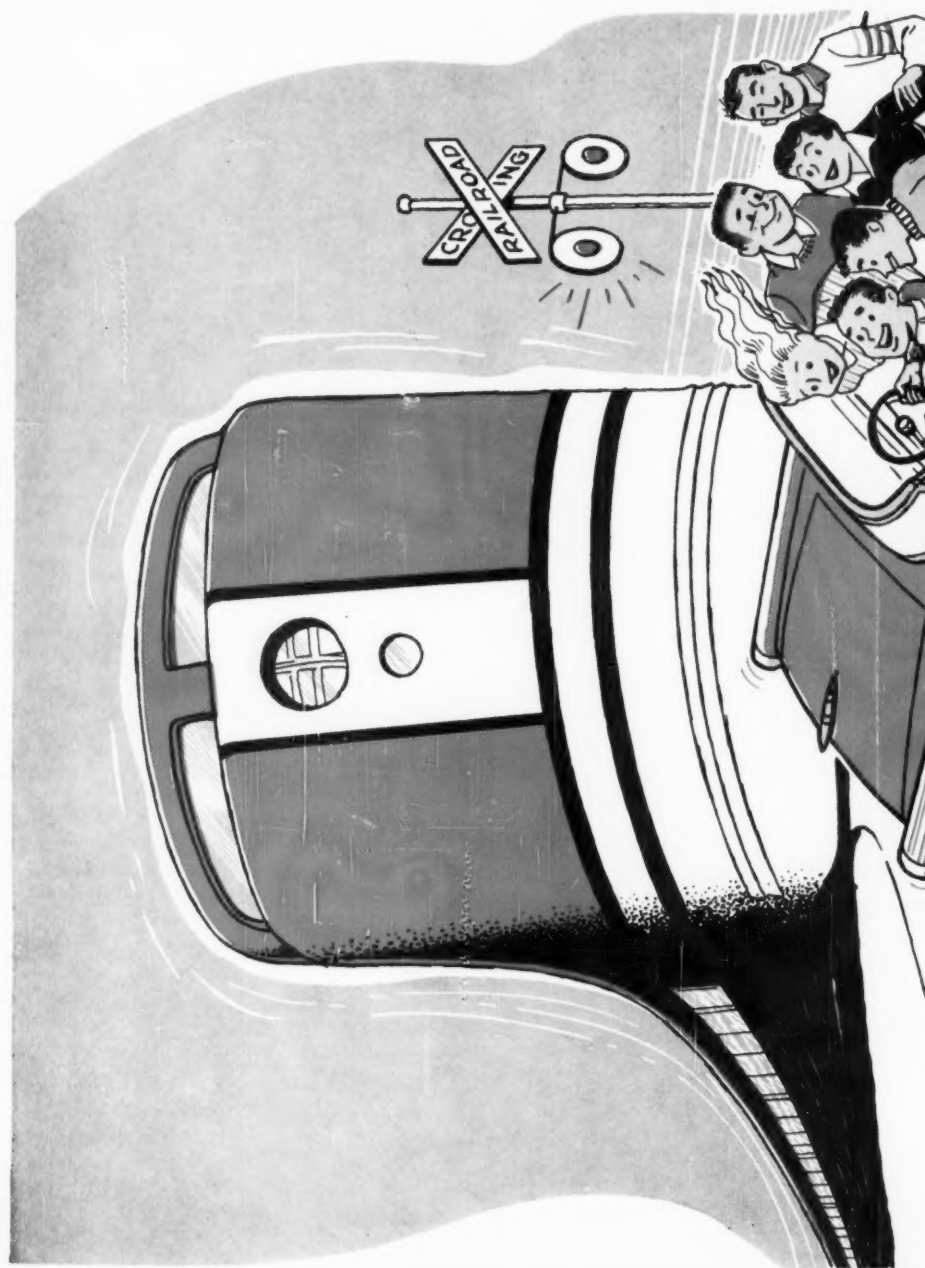




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# NO BIZ BEING A WHIZ!



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